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ABSTRACT

This training pack contains materials to help embed the principles of equal opportunities into the practice of part-time tutors and voluntary members of the Workers' Educational Association (WEA), a national voluntary organization dedicated to giving adults in the United Kingdom access to organized learning. Part 1 describes the rationale for the training program, which uses participants' individual experiences to explore the nature of structural discrimination in society and to devise ways to end it. Included are program outlines and trainer's notes for 3-, 6-, and 12-hour versions of the training program. Part 2 presents nine units that each contain at least one training activity complete with trainer's notes, suggested delivery methods, and handouts. The unit topics are as follows: introductions and ice breaking; ground rules; inequality in society; linking theory to practice; emerging issues; challenging discrimination; developing practice; planning action; and conclusions and evaluation. Part 3 contains 11 documents supporting the training activities, including the following: equal opportunities glossary; definition of social inequality and explanation of how and why it happens; overview of key legislation; guidelines for women-only education; checklists for voluntary members and tutors; list of 19 useful addresses; and 15 references. (MN)

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Acknowledgments

We are very grateful for the generous help and advice given by WEA staff and voluntary members throughout the Association, and for the invaluable contributions of those who shared their materials with us. These are acknowledged in situ. We should also like to express our warm thanks to those individuals and organisations outside the WEA who gave encouragement, time, advice and materials to the Project. In particular, we should mention Shirley Garner, Education Research Officer, RNIB; Jo Verrant, Director, East Midlands SHAPE; Pat Furley and Jenny Strickland, Play for Children; and Rohini Kocher, Equality Officer, BBC English Regions.

Bob Payne
Cheryl Turner

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Autumn 1997

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The cover illustration is taken from 'Edge', an exhibition of work by students with 'hidden disabilities' who were involved in the project 'On The Edge' (a collaboration between East Midlands SHAPE and WEA East Midland District).

Learning to Change

Part One

Introduction

In December 1993 the WEA adopted an Equal Opportunities Policy Statement, confirming at the same time a strategy for its implementation. A key strand of the Association's approach was the development of training materials that would help to embed the principles of equal opportunities in the practices of part-time tutors and voluntary members. The resulting East Midland Equal Opportunities (Access) Project was established to achieve four objectives:

- to develop training materials targeted at tutors and voluntary members that would encourage equal opportunities practices in the planning, arranging, promotion and delivery of WEA courses
- to devise a strategy for the use of these materials throughout the Association
- to devise a framework of support for those engaged in the training, including its delivery
- to devise a process for monitoring and evaluating the effectiveness of the training.

The first and principal objective was the creation of a pack of materials that could be used throughout the Association. The Project 's approach to this task was informed by certain intentions:

- to take a non-prescriptive view
- to maintain flexibility in programme design
- to establish a clear context for the issues, rooting them within the ethos of the WEA
- to acknowledge and draw upon existing good practice from within and outside the Association
- to consult widely.

The materials that follow have been refined through several drafts by the comments of many people who either read them or experienced them during a number of pilot training events and conferences. This process not only tested and improved the Training Pack, it also helped to incorporate the fundamental principle of inclusion into its development. This is the only approach that would have been practicable or worthy of a democratic educational body like the WEA. The Pack falls into three parts:

Part One - which describes the reasoning behind the order and contents of the materials and provides outline programmes and trainer's notes for events lasting three, six and twelve hours

Part Two - which is divided into nine units, each corresponding to sessions in the programmes outlined in Part One. Each unit contains at least one training activity complete with trainer's notes, suggested method for delivery and handouts

Part Three - which offers a range of documents to support the training activities in Part Two. They provide a more detailed context for the issues raised and some useful general information.

The remaining three objectives of the Project are addressed in *Learning to Change: a national equal opportunities training strategy* which is published as a companion document to this Pack.

Arranging a Training Event — A Few Guidelines

The following guidelines are intended to give a comprehensive but not exhaustive summary of the points that should be considered when planning an event of this kind. They make no assumptions about who will be making the arrangements as staff, voluntary members and trainers will be involved to varying extents throughout the Association. More detailed notes are offered in Unit One of Part Two, and in Papers Six and Seven in Part Three. Those who are experienced in such matters may find the guidelines useful as a checklist.

In planning training events, we need to consider:

- the nature of the venue - its location, accessibility, size and comfort, facilities and appropriateness for the intended purpose
- the location, visibility and readability of direction signs
- health and safety issues, including access for all participants to the fire exits
- the range and availability of equipment
- how help with dependant care (including child care) can be provided
- how measures for learner support will be resourced
- the composition and optimum size of the training group
- the appropriate length of the event and how it should be structured (e.g. an evening, a whole day, two evenings.....)
- the timing of the event, including accommodating school times and holidays
- the recruitment processes, and the targeting, content and format of publicity
- the content and format of pre-course information, including how it will obtain details of any specific access requirements e.g. a loop system, large print material, a translator, help with transport.

In supporting trainers we need to ensure that:

- they are aware well in advance of any specific access requirements and given appropriate help to incorporate these into their methods of delivery and teaching materials
- they have sufficient access in advance to the training materials
- they have (or can obtain) copies of all the necessary handouts and monitoring and evaluation forms
- they are familiar with the monitoring and evaluation process
- they have the details of the key contact person within their District to whom the monitoring and evaluation forms should be returned
- all appropriate people have been informed about the training event (e.g. local branches and members of field staff)
- arrangements have been made to offer support after the event and to discuss/act upon the results of the evaluation.

The Pack contains programmes for events of three, six and twelve hours duration. This is intended to offer those planning and delivering training some flexibility in how they cater for local needs and circumstances. All three have a common aim, guiding principles and objectives (with additional objectives for the longer programmes), and contain the same essential elements.

The reasoning behind all three programmes is set out in the diagram below. The intention is to encourage progressive learning, moving participants from individual experience to a broader and non-personalised understanding of social discrimination, culminating in an examination of the implications for the work of the WEA and a commitment to taking action. This approach is informed by the view that equal opportunities issues should be explored in a positive and supportive way that encourages honest debate and reflection.

The Programme

starts from individual experience

↓

explores the extent and nature of structural discrimination in our society

↓

examines the need for action and the principles that can guide it

↓

introduces the current policy and actions of the WEA

↓

explores a range of practical strategies looking in detail at particular areas of work

↓

guides participants in planning changes to their practice

↓

commits participants to taking and reviewing action

Each programme is presented with the following information:

- trainer's notes including the overall aim and learning objectives
- an outline programme for trainers cross-referenced to the appropriate units in Part Two of the pack
- an outline programme for participants.

Please note: the timings for the activities presented in Part Two correspond with those given for the six hour event. Differences occur occasionally in the three and twelve-hour programmes.

Additionally, the overall length of six hours refers to the time taken for the activities and exercises, plus a short break for lunch. The one-day programme as presented in the Pack incorporates an extra 30 minutes to allow for a mid-morning and mid-afternoon break.

The three-hour programme has been developed because, like many of us, tutors and voluntary members are busy people for whom this is the maximum time available. However, it is important to note that piloting has shown that there are difficulties attached this option. The time constraint requires trainers to maintain a brisk pace that can work against a proper exploration of the issues and in turn this can undermine the basis for taking action. With careful management the programme can be extremely effective but nonetheless, experience argues strongly for **six hours** as the minimum time needed to give proper attention to the training objectives.

Piloting also suggests that:

- sufficient time must be given to the practical activities in Part Two which focus upon changing practice. As these are in the second half of the programme, trainers will need to be rigorous about time management
- a commitment to taking action is essential to a satisfactory conclusion
- whilst no maximum or minimum numbers are recommended, it is clear that groups of less than ten or more than twenty-five participants would require modifications to the approaches set out in Part Two. A ratio of 1:10 for trainers to participants would seem to be a useful guide
- there are advantages and disadvantages to mixing the target groups at training events. Considerable benefits can be derived from offering people with diverse perspectives on the same organisation the opportunity to learn from each other. However, members of each target group can also welcome the opportunity to consider some issues in depth with those who share their experiences and responsibilities. During piloting this was particularly apparent in relation to discussions around changing practice. Using the programmes in the Pack it is possible to mix people during the initial sessions when more general concepts are being discussed, before separating the groups for more detailed and practical exercises.

Trainers may wish to modify the programmes to meet the needs of participants or to respond to the availability of more time. Districts may decide upon training strategies that reach other constituencies and include different elements. These variations are to be welcomed. In committing itself to this training the Association is embarking upon (or accelerating) a continuing process of development and it is essential that the programmes reflect changing priorities. Learning from experience is the best way of ensuring that the training is extended and amended appropriately.

The programme as set out below was completed during piloting within the allotted time. However, this required very thorough preparation, keen attention to time management, and an explanation to participants that they would have to keep moving forward. The programme is essentially introductory.

Overall Aim

To develop a greater awareness and understanding of equal opportunities issues, to explore their implications for the work of the WEA and to begin the process of translating them into practice.

Learning Objectives

It is hoped that by the end of the event participants will be able to:

- ✓ describe the WEA's equal opportunities policy and its relationship with the ethos and history of the Association
- ✓ identify a personal experience of discrimination and the feelings it inspired
- ✓ identify some of the effects of structural discrimination
- ✓ explain the implications of this for their own practice
- ✓ identify actions they could take to change their practice.

Main Topics

The programme will begin by examining the participants' individual experiences of discrimination before considering the effects of structural discrimination in our society. Reference will be made to the key principles underpinning action and to the WEA's current policy position and strategy. The focus will then turn from theory to practice. Participants will begin to explore the implications of taking action and practise some practical responses to different situations and areas of activity. The event will end with participants devising personal action plans.

Teaching Methods

The teaching methods will be influenced by any specific access requirements people may have in order for them to participate fully. In general terms the methods will include short contributions from the trainer(s), large and small group discussions, 'role play', and individual work. Support materials, including handouts, will be provided.

Three Hour Programme (Trainer's Version)

The programme requires trainers to use shortened versions of some of the activities in Part Two. In particular, Session One needs careful planning and entails a more substantial contribution from the trainer.

Time	Content	Method	Unit
	Arrivals - Registration - Coffee		
20 minutes	**Introduction** - Learning Objectives - The Programme - Ground Rule	Trainer presentation	1 2
60 minutes	**Session One - Defining Discrimination**		
[10]	• Ice Breaking	Individuals to pairs	1
[40]	• Inequality in Society	Large group activity	3
[10]	• Linking Theory to Practice	Trainer presentation	4
10 minutes	**Session Two - Emerging Issues** The issues to be considered when we begin to take action	Group work and trainer input	5
15 minutes	**Tea/Coffee**		
45 minutes	**Session Three - Developing Practice** An activity to facilitate a practical response to the issues from tutors and voluntary members	Small groups to examine implications	7
30 minutes	**Session Four - Coming to Conclusions**		
	• Planning Action	Individual task	8
	• Conclusion • Evaluation	Individual task	9
	Departures		

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Three Hour Programme (Participant's Version)

12.45	**Arrivals** - Registration - Coffee
1.00	**Introduction** Learning Objectives - The Programme - Ground Rules
1.20	**Session One - Defining Discrimination** Ice Breaking Inequality in Society Linking Theory to Practice
2.20	**Session Two - Emerging Issues** The issues to be considered when we begin to take action
2.30	**Tea/Coffee**
2.45	**Session Three - Developing Practice** An activity to facilitate a practical response to the issues from tutors and voluntary members
3.30	**Session Four - Coming to Conclusions** Planning Action Conclusion Evaluation
4.00	**Departures**

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Overall Aim

To develop greater awareness and understanding of equal opportunities issues, to explore their implications for the work of the WEA and to begin the process of translating them into practice.

Learning Objectives

It is hoped that by the end of the event participants will be able to:

- ✓ list the principles underpinning an Equal Opportunities approach
- ✓ describe the WEA's equal opportunities policy and strategy for implementation
- ✓ describe the relationship between the above and the ethos and history of the WEA
- ✓ identify a personal experience of discrimination and the feelings it inspired
- ✓ identify some of the causes and effects of structural discrimination
- ✓ explain the implications of this for their own practice
- ✓ challenge discriminatory behaviour with greater confidence
- ✓ identify actions they could take to change their practice.

Main Topics

The programme will begin by examining the participants' individual experiences of discrimination before considering the causes and effects of structural discrimination in our society. The WEA's policies and strategies in this area will be examined in relation to its history and ethos and reference will be made to the key principles underpinning action. The focus will then turn from theory to practice. Participants will explore the implications of taking action and practise challenging discriminatory behaviour. Further activities will enable them to focus upon practical responses to specific areas of work. The event will end with participants devising personal action plans.

Methods

The teaching methods will be influenced by any specific access requirements people may have in order for them to participate fully. In general terms the methods will include short contributions from the trainer(s), large and small group discussions, 'role play', and individual work. Support materials, including handouts, will be provided.

Six Hour Programme - One Day Event (Trainer's Version)

Time	Content	Method	Unit
	Arrivals - Registration - Coffee		
15 minutes	**Introduction** - Learning Objectives - The Programme	Trainer input	1
75 minutes [15] [15] [45]	**Session One - Defining Discrimination** • Ice Breaking • Ground Rules • Inequality in Society	 Individuals to pairs to fours Group discussion Group work and trainer input	 1 2 3
15 minutes	**Coffee**		
105 minutes [45] [20] [40]	**Session Two - Moving Towards Practice** • Linking Theory to Practice • Emerging Issues • Challenging Discrimination	 Group work/trainer input Group discussion Carousel Activity	 4 5 6
45 minutes	**Lunch**		
90 minutes [2 x 45]	**Session Three - Developing Practice** Two activities to facilitate a practical response to the issues from tutors and voluntary members	 Choice to be made from a range of activities	 7
15 minutes	**Afternoon Tea**		
30 minutes [10] [10] [10]	**Session Four - Coming to Conclusions** • Planning Action • Conclusion • Evaluation	 Individual task Trainer input Individual task	 8 9
	Departures		

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Six Hour Programme - One Day Event (Participant's Version)

9.15	**Arrivals** - Registration - Coffee
9.30	**Introduction** - Learning Objectives - The Programme
9.45	**Session One - Defining Discrimination** Ice Breaking and Ground Rules Inequality in Society
11.00	**Coffee**
11.15	**Session Two - Moving Towards Practice** Linking Theory to Practice Emerging Issues Challenging Discrimination
1.00	**Lunch**
1.45	**Session Three - Developing Practice** Activities to facilitate a practical response to the issues from tutors and voluntary members
3.15	**Afternoon Tea**
3.30	**Session Four - Coming to Conclusions** Planning Action Conclusion Evaluation
4.00	**Departures**

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Six Hour Programme - Two Evening Events (Trainer's Version)

	Content	Time	Unit
	FIRST EVENING		
	Arrivals - Registration - Coffee		
6.30	**Introduction** - Learning Objectives - The Programme	15 minutes	1
6.45	**Session One - Defining Discrimination** • Ice Breaking • Ground Rules • Inequality in Society	75 minutes [15] [15] [45]	 1 2 3
8.00	**Session Two - Moving towards Practice [1]** • Linking Theory to Practice • Challenging Discrimination [Tea/coffee available during this session]	90 minutes [45] [45]	 4 6
9.30	**Departures**		
	SECOND EVENING		
6.30	**Session Three - Moving Towards Practice [2]** • Recap on previous session • Emerging Issues	35 minutes [15] [20]	 5
7.05	**Session Four - Developing Practice** Two activities to facilitate a practical response to the issues from tutors and voluntary members	90 minutes [2 x 45]	7
8.35	**Tea/Coffee**	20 minutes	
8.55	**Session Five - Coming to Conclusions** • Planning Action • Conclusion • Evaluation	35 minutes [10] [15] [10]	 8 9
9.30	**Departures**		

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This longer programme offers more time to explore concepts, develop understanding and consider specific areas of work. It also allows for a more systematic exploration of the issues and how they affect practice.

Overall Aim

To develop greater awareness and understanding of equal opportunities issues, to explore their implications for the work of the WEA and to begin the process of translating them into practice.

Learning Objectives

It is hoped that by the end of the event participants will able to:

- ✓ list the principles underpinning an Equal Opportunities approach
- ✓ describe the WEA's equal opportunities policy and strategy for implementation
- ✓ describe the relationship between the above and the ethos and history of the WEA
- ✓ identify a personal experience of discrimination and the feelings it inspired
- ✓ identify and explain key concepts
- ✓ identify and analyse some of the causes and effects of structural discrimination
- ✓ identify the effects upon a specific disadvantaged group
- ✓ explain the implications of this for their own practice
- ✓ challenge discriminatory behaviour with greater confidence
- ✓ identify actions they could take to change their practice.

Main Topics

The programme will begin by examining the participants' individual experiences of discrimination before considering the causes and effects of structural discrimination in our society. Key concepts and important issues will be identified, explored and discussed. The WEA's policies and strategies in this area will be examined in relation to its history and ethos, and reference will be made to the key principles underpinning action.

The focus in the second half will turn from theory to practice. Participants will explore the implications of taking action and will practise challenging discriminatory behaviour. Specific attention will be given to a particular area of disadvantage e.g. race, disability, sex, class or sexuality. Further activities will enable participants to focus upon practical responses to particular areas of work. The event will end with participants devising personal action plans.

Methods

The teaching methods will be influenced by any specific access requirements people may have in order for them to participate fully. In general terms the methods will include short contributions from the trainer(s), large and small group discussions, 'role play', and individual work. Support materials, including handouts, will be provided.

Twelve Hour Programme - Day One (Trainer's Version)

Time	Content	Method	Unit
	Arrivals - Registration - Coffee		
20 minutes	**Introduction** Learning Objectives The Programme	Trainer input	1
60 minutes [30] [30]	**Session One - Defining Discrimination** Ice Breaking Ground Rules	 Individuals to pairs to fours Group discussion	 1 2
15 minutes	**Coffee**		
70 minutes	**Session Two - Defining Discrimination Continued** Inequality in Society	Group work and trainer input	3
60 minutes	**Lunch**		
60 minutes	**Session Three - Moving Towards Practice** Linking Theory to Practice	Group work and trainer input	4
30 minutes	**Afternoon Tea**		
75 minutes [30] [45]	**Session Four - Moving Towards Practice Continued** Emerging Issues Challenging Discrimination	 Group discussion Carousel Activity	 5 6
30 minutes	**Conclusion and Evaluation**	Drawing the threads together and reflecting on the first day	

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Twelve Hour Programme - Day Two (Trainer's Version)

Time	Content	Method	Unit
60 minutes [15] [45]	**Session Five - Developing Practice** Recap on the previous day Activity to facilitate a practical response from tutors and voluntary members	Group discussion/trainer input Choice to be made from a range of activities	7
15 minutes	**Coffee**		
90 minutes	**Session Six - Developing Practice Continued** Focusing on Disadvantage	To be determined by the trainer and participants	7
60 minutes	**Lunch**		
90 minutes [2 x 45]	**Session Seven - Developing Practice Continued** Two activities to facilitate a practical response	Choice to be made from a range of activities	7
15 minutes	**Afternoon Tea**		
60 minutes [15] [35] [10]	**Session Eight - Coming to Conclusions** Planning Action - individually and for the organisation Conclusion Evaluation	Trainer input Individual and group tasks Open Forum Individual Task	8 9
	Departures		

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Twelve Hour Programme (Participant's Version)

Day One	**Arrivals** - Registration - Coffee
9.30	**Introduction** - Learning Objectives - The Programme
9.50	**Session One - Defining Discrimination** Ice Breaking and Ground Rules
10.50	**Coffee**
11.05	**Session Two - Defining Discrimination Continued** Inequality in Society
12.15	**Lunch**
1.15	**Session Three - Moving Towards Practice** Linking Theory to Practice
2.15	**Afternoon Tea**
2.45	**Session Four - Moving Towards Practice Continued** Emerging Issues Challenging Discrimination
4.00 - 4.30	**Conclusion and Evaluation**
Day Two	
9.30	**Session Five - Developing Practice** Recap on the previous day's work Activity to facilitate a practical response to the issues
10.30	**Coffee**
10.45	**Session Six - Developing Practice Continued** Focusing on Disadvantage
12.15	**Lunch**
1.15	**Session Seven - Developing Practice Continued** Two activities to facilitate a practical response to the issues
2.45	**Afternoon Tea**
3.00	**Session Eight - Coming to Conclusions** Planning Action Conclusion Evaluation
4.00	**Departures**

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Learning to Change

Part Two

Training Activities and Support Materials

Structure

Part Two contains nine training units together with some introductory, pre-course material.

The units are ordered to encourage progressive learning, moving from individual experiences to a broader understanding, and culminating in action planning.

The title of each unit refers back to key elements in the three programmes outlined in Part One.

Some units contain more than one activity to offer choice and flexibility.

Each activity usually has at least two components:

trainer's notes
suggested method for delivery including timings based on the six-hour programme.

These components are supplemented occasionally by handouts.

Each component is colour coded:

trainer's notes are on yellow paper
method details are on green paper
handouts are on white paper.

Unit	Title	Page
	Pre-course Information - Trainer's Notes	22
	Pre-course Information Document	23
Unit One	**Introductions**	27
	Activity One: Ice Breaking	28
Unit Two	**Ground Rules**	30
Unit Three	**Inequality in Society**	34
Unit Four	**Linking Theory to Practice**	39
	Activity One: A Basis for Action	40
	Activity Two: The Quiz	41
Unit Five	**Emerging Issues**	47
Unit Six	**Challenging Discrimination**	49
	Activity One: The Carousel	50
	Activity Two: Case Studies	52
Unit Seven	**Developing Practice**	57
	Activity One: Applying Principles	58
	Activity Two: Curriculum Development	59
	Activity Three: Branch Priorities	62
	Activity Four: Hidden Messages	65
	Activity Five: Classroom Conduct	67
	Activity Six: Branch Ground Rules	72
	Activity Seven: Learner Support	74
	Activity Eight: Creating Two Nations?	78
	Activity Nine: Focusing on Disadvantage	80
Unit Eight	**Planning Action**	82
Unit Nine	**Conclusions and Evaluation**	86

Pre-course Information Document — Trainer's Notes

Pre-course information can flow in both directions between participant and trainer. As the person delivering the training, it is essential that you should be aware if any of the people attending has specific access requirements in relation to a disability or their use of English so that you can prepare and deliver your materials accordingly.

This could include presenting information in translation, on audio cassette, or in large print or braille (with appropriate software and a braille embosser, braille versions can now be produced from a PC disk). Other types of support could involve arranging for a loop system to be available, or securing the services of a lip speaker or British Sign Language interpreter. Participants should be invited to mention any specific requirements as part of the pre-course mailing.

In general, it is reasonable to assume that many students will have varying degrees of sight or hearing impairment. Therefore it is important to always consider the format of your materials in terms of their accessibility. This could include the font type and size for prepared OHP transparencies and all typed material, the design of handouts, and the quality of the contrast in all photocopies. Further information and guidance on these issues is provided in Paper Nine, Part Three.

Participants have to absorb a great deal of information during their training. Some of this can be offered prior to the event to allow time for reading and reflection and to provide a context for the training. The following four-page document has been devised for this purpose with the expectation that it will be copied and distributed in advance. Large-print or braille versions can be produced from either the hard or disk editions of the Pack. It should be emphasised that trainers engaged in WEA training programmes are free to copy all the materials in the Pack as part of their work.

Contents of Pre-course Information Document

Page 1- **locating equal opportunities within the ethos of the WEA**

Page 2- **the forces behind the commitment to change**

Page 3- **National WEA Equal Opportunities Policy Statement**

Page 4- **current steps towards achieving equal opportunities**

The WEA and Equal Opportunities

The desire to make education more accessible and inclusive is entirely familiar to an organisation like the WEA. It was founded in the early 1900s to help 'stimulate and co-ordinate all working class efforts of a specifically educational character and to develop a partnership between the working class movement and the universities'. Whilst the WEA began as 'An Association to Promote the Higher Education of Working Men', it rapidly developed a concern for the educational needs of women, acknowledging that these would require specific attention and resources.

This recognition that large sectors of the population were denied access to the range of educational opportunities was coupled with an appreciation that education could play a major role in challenging discrimination and disadvantage. From its earliest years therefore, the WEA was committed to contributing towards a more just society.

Whilst the interpretation of that guiding principle has broadened through the century to take account of political and social changes, it continues to be a central and defining feature of the WEA's approach to its work. Currently it is expressed in the Association's Aims and Objects, particularly that object which states:

'providing in particular for the needs of working class adults and of those who are socially, economically or educationally disadvantaged'

The WEA's commitment to these aims and objects underpins its commitment to equal opportunities.

Forces for Change

The WEA's commitment to equal opportunities is driven by a number of factors including:

1. a **legislative framework** which outlaws discrimination. On a national scale this includes the Equal Pay Acts 1970 and 1983, the Rehabilitation of Offenders Act 1974, the Sex Discrimination Act 1975 and 1986, the Race Relations Act 1976, the Disability Discrimination Act 1995 and the Criminal Justice and Public Order Act 1995. Taking a broader view, many individual rights relating to equal opportunities are affected by the legislation of the European Union

2. a **contractual obligation** on the part of WEA employees to work to the policies of the organisation. The WEA itself has legal responsibilities as an employer in relation to the recruitment, selection and treatment of staff and volunteers, and in relation to the services it provides for its students

   Under discrimination law, an employer is liable for any unlawful discrimination by an employee whether or not it knew or approved of the action or the intention to act. The employer's defence is to demonstrate that it took all reasonable steps to ensure that its employees would act within the letter and spirit of the law

3. the **historic commitment** of the WEA to greater social justice, the creation of a fairer society and to opening up educational opportunities

4. the **advantages to the WEA** of basing its practices upon equal opportunities principles. WEA students, voluntary members and staff can feel that they operate within an organisation that has a strongly held philosophy that is put into practice. The WEA's image is enhanced by this approach and its publicly stated commitment can give positive and welcoming messages to those who have experienced discrimination. The implementation of an equal opportunities policy adds impetus and direction to the WEA's evaluation of its current practices, helping to enhance both the quality of its work and the way it functions as a democracy

5. the **additional financial support drawn to the WEA** through work with disadvantaged groups, for example, from the Further Education Funding Council through Additional Support Units (see Paper Eight, Part Three) and the European Social Fund

6. an **increasing emphasis within national education policy** upon the importance of involving all sectors of the community in education. This has been informed by several key consultation documents published in 1997 (see bibiography under Tomlinson and Kennedy) with inclusion as their central theme.

WEA Policy Statement

1. The WEA is working towards equal opportunities in three areas

    - educational provision
    - participation in decision-making
    - employment practices.

Within the aims and objects of the Association, we aim not to discriminate on any unjustifiable grounds. Whilst legislation provides against discrimination on the grounds of sex or race, we recognise the necessity to go beyond the legislative requirements and apply the policy of equality of opportunity to other potentially discriminated against groups.

1.1 Educational Provision

The WEA will take positive steps towards implementing and encouraging equal opportunities practices in its educational provision by redressing any inequities in access, opportunity and participation in course provision by paying special attention to accessibility, curriculum design and delivery, student support and student costs.

1.2 Participation in Democratic Processes

The WEA will take positive steps to remove barriers to involvement by its members at local, District and National level and will positively encourage participation by suitable training and support.

1.3 Employment Practices

The WEA is committed to ensuring that all staff and prospective staff are treated fairly on their relevant merits and abilities.

In order to ensure this the following areas should be reviewed to ensure that they do not discriminate against any members of any particular group:

- recruitment, interview and selection procedures
- training opportunities
- general terms and conditions.

2. The National Executive Committee will ensure that detailed arrangements for implementation of this policy are drawn up in Districts and at National level.

3. The implementation of the policy will be supported by a process of training for voluntary members and staff.

4. The implementation of the policy will be monitored at District and National level. The policy and its efficacy will be reviewed at least every three years.

5. The existence of the policy will be made known to members, students, staff, tutors, funders and the general public as appropriate.

Underpinning Principles

The following statement of underpinning principles was developed by the East Midland Project through widespread consultation within the WEA.

The WEA believes that all adult students, regardless of their sex, ethnicity, disability, sexual orientation, culture, class, income or age, are entitled to

- *access to the range of educational provision offered by the WEA*
- *access to all appropriate elements of each programme of learning within the range of that provision*
- *learning which takes place in a tolerant, supportive and non-aggressive atmosphere*
- *an educational environment within which differences are valued and respected*
- *opportunities to participate in the organisation's work at all levels.*

These provide a framework for taking action.

Towards Action

Principles and policies are of limited value unless the organisation takes steps to apply them. The WEA is committed to implementation through:

- the **Strategic Plan** which sets out objectives and targets over a three year period
- the **Purpose and Mission Statement** which confirms the intention to target students who have benefited least from the education system
- the **Charter** which commits the Association to:

  taking positive steps towards implementing and encouraging equal opportunities practices in its education provision

  taking positive steps to remove barriers to involvement by its members at local, District and National level

  ensuring that all staff and prospective staff are treated fairly on their relevant merits and abilities

- the commissioning and extension of the East Midland Project
- the WEA's intention to explore how it can put all key areas of the Equal Opportunities Policy Statement into practice.

Unit One - Introductions Trainer's Notes

We all know how important introductions can be. They are a means of settling participants (including the trainer!) some of whom may be feeling apprehensive and doubtful, and they provide an initial impression of what is to follow. These first steps help to set the scene and the tone, and to outline the agenda for the event. The contents of these introductory notes will be familiar to many trainers who may find them useful as a checklist.

Setting the Scene

- ensure welcoming arrangements (e.g. refreshments) are in place
- ensure that sufficient direction signs are in place and clearly visible (well lit, large print, good contrast)
- check room layout for comfort, visibility, audibility, ease and safety of movement, suitability for teaching method, temperature, lighting, sufficient number of chairs etc.
- distribute appropriate materials for participants to scan upon arrival (e.g. further copies of the programme and learning objectives)
- distribute name badges, sticky labels, scrap paper, pens etc.
- check equipment and visibility of screens/audibility of tapes
- arrange teaching notes, handouts etc.
- ensure that you are aware of the location of fire exits, toilets, the creche, the refreshments.

Complete all these arrangements before participants arrive.

Initial Introductions

- invite participants to comment upon your audibility and visibility (refer to this at later intervals, particularly in relation to any teaching equipment)
- introduce yourself and say a little about your background
- explain the context and purposes of the event, including learning objectives
- run through the programme briefly
- allow for adjustments to the programme if necessary
- refer to the teaching methods to be used (this can reassure participants)
- outline the methods and role of monitoring and evaluation
- mention that participants will be asked to introduce themselves as part of the following ice-breaking exercise (again, this can reassure participants).

Practical Arrangements

You will need to mention:

- childcare arrangements
- fire procedures, ensuring that all students are familiar with exit routes
- location of lifts and toilets
- how participants can claim attendance expenses
- smoking arrangements
- refreshments.

Activity One: Ice Breaking

Most trainers and many adult tutors now use some form of ice-breaking activity at the start of their programmes. These can:

- ease tension and anxiety
- effect personal introductions in an informal way
- offer participants some useful 'conversation pegs'
- improve participants' motivation and interaction.

As a trainer, you may have a favourite method that can be adapted to suit different groups and programmes and which would be appropriate for use here. However, the following exercise has the merits of:

- focusing quickly upon the contents of the programme
- providing a few moments for individual reflection
- offering everyone more than one opportunity to contribute (speaking a second time is much easier)
- offering a progressive model which moves from pairs to larger groups
- allowing for low levels of disclosure.

It is essential that everyone, trainers and participants, should feel at ease with the requirements of the exercise.

Participants will feel more comfortable if you:

- give clear instructions and ensure that these have been understood
- are confident in your use of the exercise
- convey an interest in them and their well being
- welcome their contributions.

Please note

- it is important to outline the sequence of stages in advance, emphasising that information may be transferred from pairs to the larger group. This allows people to choose the extent of any self-disclosure

- where more than one trainer is involved, consideration should be given to the appropriateness of participating in the exercise.

After the activity, it is useful to ask participants to reflect on the value of ice-breaking exercises for their own work as tutors or as branch members.

Activity One: Ice Breaking

Time: approximately 15 minutes

Purpose: to effect introductions and to begin consideration of the key issues at a personal level

Method:

- working individually, participants to note two or three past occasions when they have felt discriminated against. Reference to childhood, job seeking and work experiences may be helpful **(5 minutes)**

- working in pairs (if possible, partners should not be well acquainted) participants to introduce themselves to each other, offering basic information such as the nature of their work within the WEA, their place of birth etc. Examples of discrimination should also be shared **(5 minutes)**

- working in small groups (adjacent pairs to work together), partners to introduce each other in turn, giving one example of the discrimination experienced. The discussion should consider if there are any common themes or particularly interesting examples. **(5 minutes)**

After the exercise, it would be useful to ask participants to reflect upon the possible role of ice-breaking activities in their work as tutors or voluntary members.

Please note - where time is limited (e.g. the three-hour programme) or if group members are already fairly well known to each other, the third stage can be eliminated.

Unit Two - Ground Rules — Trainer's Notes

Establishing ground rules for future activity is an important and useful process. It involves participants in determining the nature of their training and it encourages a sense of shared responsibility.

Additionally, whilst the underpinning discussion can expose concerns about equal opportunities training, the activity provides a means for these to be addressed specifically and at an early stage. In this context, trainers have an opportunity to confirm that the WEA's principles of open-mindedness and mutual respect are central to the ethos of this training.

Apprehension about language may also emerge and again, trainers can reassure participants that whilst the use of some words may be challenged and discussed, tolerance is welcome and necessary. The intention is to encourage honest debate and reflection and not to insist upon a lexicon of 'correct' terminology.

As a minimum, ground rules should refer to the need for participants to:

- listen to each other
- challenge ideas but not the worth of the person holding them
- receive constructive criticism
- respect other participants' right to silence
- maintain confidentiality about personal details
- keep to time.

Once agreed, ground rules can:

- provide a sense of security
- encourage an open and honest exchange of views
- provide a framework for intervention
- promote a 'democratic' learning environment.

Ideally, participants should discuss and agree their own rules. However, when time is short, it is useful to present ideas for amendment and adoption. Two sets of ground rules are offered. These were devised by the participants attending previous training conferences.

Time: approximately 15 minutes

Purpose: to agree a set of ground rules and to encourage participants to consider the use of ground rules at branch or course meetings

Method:

- existing groups (from ice breaker) to combine, retaining current pairings if possible. The suggested maximum for the new groups is eight, although if time is short, the exercise can be undertaken with everyone working as a whole group
- participants to give their names (but not to reintroduce themselves)
- trainer to explain the purposes of ground rules and then to distribute one of the sets for participants to read **(5 minutes)**
- groups to discuss the rules with a view to amending them or devising their own **(5 minutes)**
- plenary leading to agreement upon a set of rules **(5 minutes)**
- trainer to encourage participants to consider the usefulness of devising ground rules at branch or course meetings.

I feel happy working in a group when

1. everyone listens to everyone else and we all get a chance to contribute

2. I feel relaxed and comfortable, and can enjoy myself

3. we start and finish on time

4. there is a variety of interesting activity including work in small groups

5. confidentiality and privacy are observed

6. other people's views and opinions are heard and respected, and are not rubbished or put down, and where they are supported as individuals

7. everyone participates as fully as possible and shares their skills, knowledge and experience with other people

8. constructive criticism is welcomed and where views rather than people can be challenged

9. I know what to expect and am not pressured to behave, speak, write or talk in ways which I am not prepared for

10. I can be myself and be respected.

We agree that

1. we will keep to the times of the programme - this applies to the trainer as well
2. respect will be given to the views of others
3. since not everyone is familiar with current terms and concepts, we must all be willing to share, learn, critically reflect and change
4. we will all participate actively
5. sensitive shared information will not be relayed to other people
6. we will challenge in a supportive manner
7. issues will be settled by debate and not voting
8. views in the group will be expressed honestly
9. 'equal opportunities' affects us all - we do not exist in isolation
10. while our assumptions may be valid, they need to be critically reviewed
11. if emotions are aroused, support will be offered.

There is insufficient time in these training programmes to explore fully the ways in which discrimination operates in our society. It is essential however, that participants move from a personalised interpretation of the issues towards a more general and theoretical appreciation of the causes and consequences of inequality.

The following activity is central to that process. It is designed to identify in broad terms the extent of social inequality and the link between discrimination and disadvantage, and to encourage participants to reflect upon the forces that contribute to their existence. It is based upon the view that:

- some groups of people are discriminated against on a systematic and continuing basis
- this creates social divisions (broad patterns of disadvantage)
- this is not explicable in terms of biological differences or the actions of prejudiced individuals
- such discrimination is a consequence of the ways in which society is structured and managed
- as a result, the life chances - or key opportunities - of people within those disadvantaged groups are significantly and perpetually reduced
- this type of oppression will persist unless challenged by anti-discriminatory policies and practices.

In an introductory session it is not necessary to examine the different ideological constructions of social inequality - participants will bring their own perspectives to bear upon the issues. Furthermore, with limited time available it is important to keep the focus upon establishing the concept of social inequality and the challenge it poses.

The activity explores three questions:

Who is discriminated against in our society?,
What is social inequality?
Where does social inequality occur?

During the twelve-hour course it would also be possible, and desirable, to consider how and why social inequality exists.

As a trainer, it will be important for you to:

- avoid anecdotal discussion of exceptions to the rule
- keep the pace of the mapping exercise brisk by seeking positive answers and avoiding long debates
- identify and explore contradictions in peoples' theories
- acknowledge the introductory nature of the activity
- refer to the existence of complexities that are obscured by generalised observations e.g.
    - the multiple jeopardy experienced by those who belong to more than one disadvantaged group
    - the unequal power relationships between disadvantaged groups (black women/white women)
- acknowledge the existence and influence of the theoretical perspectives contributed by feminism and the politics of class, race, disability and sexuality
- emphasise the activity's underpinning tenets (see page 34)
- be vigilant in moving the debate from an individualistic (or medical, in the case of disability) to a social model.

You may find it useful to read Papers One and Two in Part Three of the pack.

Time: approximately 45 minutes

Purpose: to move participants from a personalised or individualistic interpretation of disadvantage towards an understanding of the structural nature of inequality

Method:

- participants to work as a whole group unless prohibited by numbers, in which case, smaller groups should work reasonably closely to allow the trainer to address all participants
- trainer to introduce the activity, locating it in the context of the outcomes of the ice-breaker, emphasising its purpose and the questions to be addressed **(5 minutes)**
- trainer to refer briefly to creating a 'map of disadvantage' as one means of addressing the key questions, introducing the concept of systematic discrimination against particular groups of people **(5 minutes)**
- participants to brainstorm a list of disadvantaged groups (those working in smaller groups will need a short plenary to produce a composite list) during which the trainer compiles the list without comment or editing **(10 minutes)**
- participants to suggest ways in which groups are disadvantaged, producing a list of broad headings (e.g. employment, status, finance, education, housing, and health) which the trainer relates to the concept of 'life chances' **(5 minutes)**
- trainer to repeat concept of mapping, having drawn a grid (taken from the handout for this activity) onto a flip chart
- trainer to insert above headings into this grid
- participants to identify groups that are subject to systematic discrimination and to select which headings it would be appropriate to tick for each group (those working in smaller groups should use the handout to produce draft grids which should then be amalgamated during a short plenary) **(15 minutes)**
- trainer to use the resulting 'map' of disadvantage to illustrate the fundamental tenets of the activity (see Trainer's Notes) which can be re-emphasised as part of the conclusion **(5 minutes)**
- trainer to distribute the handout 'What is Meant by Equal Opportunities?' Participants may also find the handout 'Creating Two Nations' from Activity Eight, Unit Seven, useful.

Mapping Disadvantage

In *what ways* are these groups disadvantaged? ⟶

Who is disadvantaged? ↓						

Complete the map of disadvantage by listing groups in the left hand column and forms of disadvantage above the other columns.

What Is Meant by Equal Opportunities?

The term 'Equal Opportunities' is much discussed and often misrepresented. You may find these definitions helpful.

Definitions:

'Equal Opportunities is working for a just society which gives everyone an equal chance to learn, to work and to live free from discrimination and prejudice.'

Young and Equal Commission for Racial Equality

'Equal Opportunities is the term used for a policy which aims to redress the inequalities which exist in our society. It aims to ensure that everyone receives equal treatment regardless of race, ethnic origin, nationality, national origin, sex, age, disability, sexual orientation, class, religion, marital status, where they live and their income. It also aims to enable people to start from the same base.'

A-Z of Equal Opportunities WEA Western District

'The term 'equal opportunities' is intended to .. encompass the whole process of challenging inequalities that arise through race, gender, class, sexuality and disability.'

Equal Opportunities in Schools Rosalind George

Key Ideas

Fundamental to any Equal Opportunities policy is a commitment to:

- a fairer and more just society
- taking active steps to redress inequality
- taking active steps to provide equal treatment
- ensuring equal access to life's main chances including education, health and employment.

Having 'equal access' to something is different to having 'access'. Having access to a building means being able to get in and to reach all levels within it. Having equal access means being able to use the same entrance and lift as everyone else - not the goods lift.

Equal Opportunities policies do not aim to:

- make everyone the same
- elevate some above others
- condone or promote thoughtless and tokenistic practices.

Essentially, equal opportunities policies aim to achieve a more just society and a fair chance for all.

This unit uses the information in the Pre-course Information Document and therefore it is advisable to have spare copies available. It is intended to link the WEA's commitment to equal opportunities to the need for the Association to take action, identifying the key forces behind this imperative:

- our legal obligations as citizens
- our responsibilities to the WEA which has a policy on this issue
- the WEA's historic commitment to greater social justice
- the advantages to the Association, including the securing of additional resources
- an educational climate in which increasing emphasis is being placed upon the importance of widening participation.

This Unit also aims to introduce participants to the WEA's current thinking and initiatives in this area and to invite consideration of the principles upon which future steps could be based.

It offers trainers more than one option:

- **a brief presentation** by the tutor highlighting information from the pre-course document. This would be an appropriate response to time pressure or to a particularly well-informed group who were already familiar with the issues and current WEA policy. The reproduction of appropriate passages and headings from the document onto a flip chart would help to focus attention and vary the pace of the delivery
- **discussion in small groups (Activity One)** in which participants would identify for themselves appropriate areas for a policy statement and the reasons for taking action
- **a Quiz (Activity Two)** in which participants would use the pre-course document and other material, share their own knowledge, and discuss the key issues.

Activity One: A Basis for Action

Time: approximately 45 minutes

Purpose: to explore the reasons for taking action and to introduce the Association's current initiatives in this area

Method:

- participants to work in small groups to suggest key areas for a WEA Equal Opportunities Policy Statement **(10 minutes)**
- trainer to collate responses onto a flip chart, drawing comparisons with the WEA's agreed policy **(10 minutes)**
- groups to identify reasons why the WEA should take action to address disadvantage **(10 minutes)**
- trainer to collate responses onto a flip chart, ensuring that reference is made to the forces for change identified in the Pre-course Information Document **(10 minutes)**
- trainer to introduce underpinning principles (in pre-course document) as a reference point for future action. **(5 minutes)**

Activity Two: The Quiz

Time: approximately 45 minutes

Purpose: to explore the reasons for taking action, to increase knowledge, and to encourage discussion about the nature of equal opportunities

Method:

- participants to work in groups of three or four
- trainer to distribute copies of The Quiz, explaining the purposes of the activity and that it is intended for groups and not individuals (participants may find this reassuring) **(5 minutes)**
- trainer to supply groups with copies of the Pre-course Information Document (if necessary), the handout 'Exploring Discrimination', and Papers One, Two and Three from Part Three
- groups to research and discuss answers **(20 minutes)**
- trainer to collect answers during a plenary, drawing out any discussion points. **(20 minutes)**

1. What does the term 'politically correct' or 'PC' stand for?

2. What are the forces moving the WEA towards change?

3. What is the 'glass ceiling'?

4. What are 'stereotypes'?

5. What does the term 'equal opportunities' mean?

6. In which three areas is the WEA committed to working towards equal opportunities?

7. What is the difference between 'direct' and 'indirect' discrimination?

8. What is

   - xenophobia
   - homophobia?

9. When were the following Acts passed:

   - The Disability Discrimination Act
   - The Race Relations Act
   - The Sex Discrimination Act?

10. What do the terms 'structural inequality' and 'institutional discrimination' mean?

11. When was the WEA's Equal Opportunities Policy Statement adopted?

12. What does the equation 'P + P = R' represent?

13. What do we mean by the expression 'People First'?

14. What do the following acronyms stand for:

    EOC - CRE - RNIB - RADAR - NDC - RNID?

15. What is the difference between 'positive discrimination' and 'positive action'?

16. Can you define the terms 'prejudice' and 'discrimination'?

17. Where does the statement *'Providing particularly for the needs of working class adults and of those who are socially, economically or educationally disadvantaged'* appear?

1. **'Political Correctness' or 'PC'** began as a movement in America which held the belief that if you say the right things, you are more likely to do the right things - or at least to limit any offence. It subsequently became a shorthand description of those people who were striving not to discriminate and who supported the concept of 'positive (or 'affirmative') action'. The expression is now popular as a generic insult applied across the field of equal opportunities, encompassing the most thoughtful as well as the most superficial practices. It can act as a screen for those who feel threatened by such a challenge and are unwilling to change.

2. These forces are:

   - the legislative framework
   - existing WEA policy and the responsibility of voluntary members and employees towards this
   - an historic commitment
   - the advantages to the WEA, including increased resources
   - the increasingly sympathetic climate of thinking within education.

3 The term **'glass ceiling'** is used in the field of employment to convey the fact that although in theory there are no limits to the opportunities for women to gain advancement to the highest positions in business, industry and the professions, in practice men still dominate at these levels. Unseen obstacles (such as the attitudes of those who control promotion) prevent women from making the progress to which they are entitled.

4. **'Stereotypes'** are a rigid and simplistic means of describing or perceiving individuals or groups of people. They are usually negative and reductive, and they deny complexity and difference within the groups to which they are applied.

5. **'Equal opportunities'** is the term used to describe a policy which aims to redress inequality, ensure that everybody receives equal treatment, and enable people to start from the same base.

6. The WEA is committed to working towards equal opportunities in the areas of:

   - educational provision
   - participation in democratic processes
   - employment practices.

7. **'Direct discrimination'** - occurs when a person of organisation acts in a discriminatory way.

   'Indirect discrimination' - occurs when a person or organisation acts in a discriminatory way, even though there may be no intention to do so.

8. **'Xenophobia'** is a fear or hatred of things foreign and particularly of foreign people. **'Homophobia'** is a fear or hatred of homosexuality and particularly of lesbians and gay men.

9. **Key Dates**

Disability Discrimination Act	- 1995
Race Relations Act	- 1976
Sex Discrimination Act	- 1975 and 1986.

10. **'Structural inequality'** is the term used to describe the inequality that results from the ways in which society is structured and managed.

    'Institutional discrimination' occurs when an organisation discriminates unknowingly against certain groups.

11. The WEA adopted its Equal Opportunities Policy Statement in December 1993.

12. The equation stands for **'Power + Prejudice = Racism'.**

13. **'People First'** is the name of an organisation which campaigns around issues affecting those with learning difficulties, particularly in the area of self-advocacy. The term reflects the view that disabled people should be seen as 'people first' and as 'disabled second'.

14. **Acronyms**

EOC	Equal Opportunities Commission
CRE	Commission for Racial Equality
RNIB	Royal National Institute for the Blind
RADAR	Royal Association for Disability and Rehabilitation
NDC	National Disability Council
RNID	Royal National Institute for Deaf People (the acronym is unchanged).

15. **'Positive Discrimination'** is itself discriminatory as the intention is to give advantage to someone because of who they are. Such decisions are illegal in the United Kingdom as they are not based on merit.

    'Positive Action' is a deliberate step taken to achieve equality of opportunity by removing the barriers that impede progress amongst disadvantaged groups. By redressing the effects of past discrimination these actions are intended to ensure that everyone starts from the same base line.

16. **'Prejudice'** is a biased opinion or a judgement that is based upon little experience or knowledge.

    'Discrimination' is an action that deprives an individual or group of their rights.

17. The statement comes from the WEA's **Aims and Objects**.

Exploring Discrimination

Discrimination can take many forms:

- **personal discrimination** - occurs when an individual knowingly or unknowingly treats others less favourably because of some perceived difference
- **institutional discrimination** - occurs when an organisation discriminates unknowingly against certain groups
- **direct discrimination** - occurs when a person or organisation acts in a discriminatory way
- **indirect discrimination** - occurs when a person or organisation acts in a discriminatory way, even though there may be no intention to do so
- **negative discrimination** occurs when opportunities or resources are denied to particular groups or individuals. This may be unintentional and due to a lack of positive action e.g. failing to offer appropriate forms of learner support (child care etc)
- **systematic discrimination** - occurs as a result of the ways in which society is structured and managed.

Systematic discrimination produces broad and persistent patterns of disadvantage (social divisions) within which the **life-chances** of certain groups are significantly and continually reduced. Life chances are the determining areas of opportunity that all social groups require equal access to e.g. education, housing, employment, income and health.

It is important to distinguish between **positive action** and **positive discrimination**.

Positive action ('affirmative' action in the USA) is a deliberate step taken to achieve equality of opportunity by removing the barriers that impede progress amongst disadvantaged groups. By redressing the effects of past discrimination, these actions are intended to ensure that everyone starts from the same base line. It entails:

- recognising and developing potential which has been unused or under used due to past discrimination and disadvantage
- encouraging the involvement of people from disadvantaged groups so that they can contribute and gain equally with others
- targeting training towards disadvantaged groups so that they can achieve on an equal basis.

Positive discrimination is itself discriminatory as the intention is to give advantage to someone because of who they are. Such decisions are illegal in the United Kingdom as they are not based on merit.

Language and Images

The use of language has become a testing ground for ideas in the development of anti-discriminatory theory and practice. The overriding message is clear - that words are powerful agents for change or consolidation and therefore it is important to be thoughtful about how we use them. We all know the phrase 'Sticks and stones may break my bones but words can never harm me', and will be aware that this is palpably untrue. For generations, members of disadvantaged groups have described the painful process of growing up believing in their inferiority because of the way they or their actions were denigrated by others.

Often unintentionally, the words we use augment such attitudes, even though the cruder expressions of prejudice would be anathema to us. To give two examples:

- the use of masculine-identified nouns ('chairman', 'seaman', 'fireman' etc) and the universal use of the pronoun 'he' reinforces the idea of men as more achieving and active than women, perpetuating stereotypes of both sexes
- the use of the term 'West Indies' instead of the 'Caribbean' reinforces a 'euro-centric' view of the world (i.e. locating the Caribbean as being 'west of Europe') that is inappropriate and often offensive to people from that area.

As a minimum, we should be prepared to adapt our vocabulary to avoid hurting others. We also need to understand some of the ways in which language reflects and contributes to discriminatory attitudes and practices. This is not a simple equation, particularly if we notice who is speaking and not just the words that are being used. Some feminists, black people, lesbians and gay men have consciously embraced certain insults in order to reclaim and 'disarm' the words, highlighting the fact that there is a difference between being the object of someone else's description and a self-defining subject of our own.

Language helps us to interpret and relate to the world as it confronts us and it enables us to change that world. This is a dynamic relationship in which we can learn to identify the consequences of our actions and take responsibility for them. This type of sensitivity is sometimes called 'political correctness'.

Political Correctness

The phrase **'political correctness'** has entered our vocabulary in recent years. It began as a movement in America that believed that if you say the right things, you are more likely to do the right things - or at least to limit any offence. It subsequently became a shorthand description of those people who were striving not to discriminate and who supported the concept of 'positive (or 'affirmative') action'. The expression is now popular as a generic insult applied across the field of equal opportunities, encompassing the most thoughtful as well as the most superficial practices. It can act as a screen for those who feel threatened by such a challenge and are unwilling to change.

More information is available in Papers One and Two in Part Three.

This activity invites participants to express their responses to the ideas and information presented so far. It offers an opportunity for any particular concerns or enthusiasms to be identified before participants move on to the more practical activities in the second part of the course.

As the trainer, it is important to ensure that the positive as well as negative aspects are listed. These could include:

- the WEA's historic and defining commitment to challenging disadvantage
- its pioneering work and expertise in the field
- the commitment of voluntary members and employees to the ethos of the Association
- the legislation and policy statements which give authority to action
- the ways in which diversity in provision can enrich the whole Association.

One means of stimulating discussion is to undertake a **'SLOT'** analysis of the WEA in relation to equal opportunities. This aims for a balanced overview by focusing upon

Strengths

Limitations

Opportunities

Threats

Whilst this approach can generate an informed and thorough debate, there are possible drawbacks:

- it can be very time consuming
- it may produce an emphasis upon negative aspects
- it may be impossible to deal with all the issues in the time available.

Time: approximately 20 minutes

Purpose: to explore responses to the training and to the prospect of taking action, before undertaking the practical activities in the remainder of the programme

Method:

- trainer to introduce the activity, emphasising its purpose in relation to the conclusions of the preceding units and the intention to move on to changing practice **(2 minutes)**

- participants to work in small groups to brainstorm responses to the following questions:

  Is there anything you want clarified at this stage?

  Are there aspects of the work that you feel confident about?

  Are there aspects of the work that you feel uncertain about?

  What support do you expect/need from the WEA? **(10 minutes)**

- trainer to list responses during plenary, some of which may need addressing immediately, whilst others should be noted and held for discussion during the final unit. **(8 minutes)**

Creating an agenda for discussion during the final unit can be useful as a means of:

- deferring difficult issues so that they can be considered and then dealt with in a more thoughtful manner

- ensuring that questions that cannot be addressed at the time of asking are neither lost nor ignored

- emphasising the value placed upon participants' contributions

- adding to a sense of completeness at the end of the programme.

The emphasis of the programme now shifts to practice, concentrating upon the skills, knowledge and ideas that are necessary for participants to take action. This unit encourages direct responses to discriminatory statements and situations whilst providing an environment within which these can be shared and discussed. Without requiring disclosure or 'ranking' reactions, it also allows for the identification of effective practice.

It offers trainers two options, each drawing upon the same support materials:

- **The Carousel (Activity One),** which is a highly participatory and potentially challenging activity which requires participants to respond immediately to discriminatory remarks. It encourages discussion of the causes of such remarks as part of the process of identifying how best to counter them. The activity is intended to develop and practise these skills

- **Case Studies (Activity Two),** which is a less immediately challenging activity that addresses the same issues but with the emphasis upon discussing rather than practising responses.

As the trainer, you will be able to judge which of these activities suits the experience and needs of the group better.

A range of short scenarios is provided in the support materials but you may wish to devise your own in order to tailor the exercise to local circumstances.

Activity One: The Carousel

Many of us share the uncomfortable feeling that we lack the arguments to counter statements that reveal prejudice. We may have tried in the past and found that our response left us feeling dissatisfied and unhappy. The fact that an effective reply occurs to us later only adds to the sense of frustration!

This activity is intended to help by enabling participants to experience such situations through 'role play' and to practise their reactions. Exchanging and discussing responses can also deepen understanding at a theoretical level. If the outcomes are recorded, these can begin to provide some guidelines for future practice.

'The Carousel' is so called because participants work in partnerships facing each other in inner and outer circles to respond to given scenarios. At the end of each exchange, one of the circles moves round, creating a new partnership. This is repeated several times.

As the trainer, it is important for you to:

- organise your papers so that the scenarios are ordered and easily to hand
- be clear in your mind about the context for each scenario
- ensure that the circles alternate in the roles of delivering and responding to the scenarios
- settle people into the physical arrangements before explaining the activity
- prepare a careful introduction that will allow you to start quickly without excessive questioning and discussion.

In your introduction to the activity:

- make it clear that in each pairing, one person will be asked to deliver a prejudiced statement whilst the other will have to respond within the context outlined in the scenario
- be aware that participants may be threatened by the term 'role play' as a description of the method and that therefore a more generalised reference to practising or 'acting out' might be preferable
- be clear in your directions to the group and ensure that all participants understand them
- reassure participants that the activity is *not* predicated upon the notion of 'right' and 'wrong' answers and that it is intended to identify effective practice, not to catch people out
- emphasise that exchanges within pairs are private and do not have to be disclosed but that you will be seeking interesting examples for wider discussion
- remind participants that this training is an opportunity to try things out in a supportive environment and that they are being asked to respond immediately and without time to reflect
- emphasise that the activity works better if everyone participates and thank them for their willingness to be involved
- encourage participants to have a brief discussion of their responses within their pairs.

Activity One: The Carousel

Time: approximately 40 minutes

Purpose: to generate immediate responses to discriminatory statements or behaviour, to identify effective reactions, and to examine some of the underlying issues

Method:

Trainer to:

- select or devise scenarios in advance of the activity, bearing in mind:

  the participants' needs and previous experience
  the best way to challenge the participants
  the best way to generate useful and interesting discussions
  the best way to lead to changes in practice

- form participants into two concentric circles, each the same size and facing each other, in order to create temporary partnerships

- introduce activity before handing out the top half of the first chosen scenario (context) to each member of the inner circle and the bottom half of the scenario (handout) to each member of the outer circle **(5 minutes)**

- set the scene for the exchange and allow a short pause for reflection before asking all participants to act out the scenario in their pairs
  (5 minutes, including 2 minutes for 'acting')

- allow time for a brief private discussion in pairs before eliciting any interesting/positive examples during a short plenary, drawing out the larger issues as appropriate **(5 minutes)**

- select which of the circles moves round one place, creating new pairs to repeat the activity

- distribute the second scenario so that the top half goes to members of the outer circle and the bottom half to members of the inner circle. This variation should occur with each subsequent rotation

- distribute the handout 'Some General Strategies' at the end of the activity.

Please note - participants may take time to settle into the activity and therefore the first scenario may take longer to introduce, enact and discuss. Overall, it should be possible to work through three or four scenarios during the allotted time.

Activity Two: Case Studies

Time: approximately 40 minutes

Purpose: to explore responses to discriminatory statements and behaviour, to identify effective reactions, and to examine some of the underlying issues

Method:

Trainer to:

- select or devise scenarios in advance of the activity using the criteria outlined under 'Carousel' activity
- form participants into small groups, explaining the activity's purpose and method **(2 minutes)**

then either

- distribute the first scenario to each group for discussion **(5 minutes)**
- draw out responses during a short plenary, referring to the larger issues as appropriate **(5 minutes)**
- repeat the method with other chosen scenarios

or

- distribute a number of scenarios amongst the small groups for comparison and discussion **(20 minutes)**
- draw out responses during a plenary, referring to the larger issues as appropriate **(18 minutes)**
- distribute the handout 'Some General Strategies' at the end of the activity.

Scenario One - Context
You are the tutor of a course in English Literature. A lively discussion is taking place about how authors are valued and selected for study.

Handout One
You are a student in the group. You are in favour of studying a few 'great' writers and conclude your contribution by saying, 'the fact that these writers are predominantly male and white is irrelevant. They are regarded as the best and that's why we look at them.'

Scenario Two - Context
You are the Chair of the local WEA branch and this is a branch meeting. A discussion is taking place about how members might try to establish a course on a local housing estate that produces very few students. The branch has been unsuccessful on previous occasions and some people feel it is a waste of time and effort.

Handout Two
You are a branch member who is urging the need to concentrate on the current students because they have money, value the provision and will turn up. You end by saying something like, 'and anyway, all they care about down there is watching the T.V. They're just not interested in adult education.'

Scenario Three - Context
You are voluntary member attending a class. It is the coffee break and you and the other students are all grouped around a small table in the coffee bar. You knock a cup of coffee off the table just missing a friend, who is also a student.

Handout Three
You are the friend who has just escaped a drenching. You respond with humorous abuse, ending with an expression like, 'You daft cripple.'

Scenario Four - Context
You are a voluntary member attending a branch meeting. A discussion is taking place about a proposal to ask an experienced tutor to teach a Current Affairs course in a nearby residential home.

Handout Four
You are a branch member speaking out against the proposal. You argue that the tutor is unsuitable for the students and end by saying, 'You can't put a black tutor with a group like this - the students are all white and they're getting on in years.'

Scenario Five - Context
This is a meeting of a Current Affairs course and you are the tutor. Today's theme is the reform of Parliament and there has been a lively debate about the extent to which the institution is representative.

Handout Five
You are a student who is in favour of the status quo. You say something like, 'Well, of course there would be more female M.P.s if women really wanted to have power, but they don't. Anyway, women-only short lists are just tokenism.'

Scenario Six - Context
You are the tutor of a long-running Family History course. It is the coffee break and you and the group are sitting around a table in the coffee bar chatting .

Handout Six
You are a student on the course. Having bought a round of drinks you return to the table saying to your male friends in the group, 'Watch yourselves. That new bloke behind the bar is as camp as a jar of coffee.'

Scenario Seven - Context
You are involved in the local WEA branch and are meeting with other branch members to prepare some display materials for an open day at the local college.

Handout Seven
You are one of the branch members and have been engaged for some time in setting up the display. You say to the others, 'We're starting to run out of cellotape. Shall I pop down to the Paki shop to get some more?'

Scenario Eight - Context
You are the tutor of a Music Appreciation course and there has been some discussion about the skills that are needed for the enjoyment of music.

Handout Eight
You are a student and during the debate you argue that, 'Deaf people can't enjoy music because they can't hear it.'

Scenario Nine - Context
You are the tutor of a Current Affairs course. The group is discussing measures to deal with unemployment.

Handout Nine
You are a student. During the debate you say, 'I think preferential treatment should be given to younger people. Anyone over forty-five has had their chance.'

Some General Strategies

1. It is helpful if we all try to ensure that every WEA student, tutor and voluntary member is aware of the WEA's strong, well-founded commitment to equal opportunities. Tutors can find an opportunity to explain this to students at an early stage in their studies, whilst voluntary members can use branch meetings, AGMs or newsletters to pass the message on. This will help to ensure that:

   - students/members understand the objectives and approach of the organisation
   - tutors have a basis for any challenge
   - students/members understand why tutors hold certain positions and take certain actions.

2. Always make your disagreement apparent. Silence can be interpreted as agreement.

3. Try to pitch your response at an appropriate level. An overly strong reaction could alienate or destroy the confidence of a timid student/member whilst one that is too flippant could suggest that the issues are negligible. Remember that:

   - we all make mistakes
   - we all struggle to find appropriate words and actions.

4. Watch for anecdotal corroboration in debate. Counter with positive anecdotes if that feels appropriate and use substantive evidence if at all possible.

5. When confronting a prejudiced statement, try:

   - asking the speaker to repeat what was said
   - asking, 'do you really mean that?'
   - asking for other views ... using it as a means of developing a wider discussion
   - refering back to the group's ground rules.

6. Be aware that people may try to avoid or defeat your arguments by being:

   - loud and intimidating
   - socially critical, maintaining that, 'it was only a joke' and that you are being inappropriately humourless
   - evasive and unspecific about the basis of their remarks.

7. Be clear about the basis of your own arguments and the reasons why you have challenged. The disagreement is *not* about vulgarity but because the statement was offensive, ill founded and perpetuates prejudice.

8. When confronting a remark directly, label the comment and not the person, i.e. 'that's a racist remark' rather than, 'you're a racist.'

9. Try opening your response by describing how the remark makes you feel e.g. 'I feel uncomfortable when you talk about travellers in that way.' This may help to root the discussion and diffuse some of the tension on both sides.

10. Try rephrasing the remark beginning with, 'You seem to be saying that ...' This ensures that you have understood it properly and it allows the other person to review the original statement.

11. You may find the following set of guidelines useful:

Hear	Don't ignore it. The speaker may regard this as agreement.
Respond	Make it clear that the statement is not acceptable.
Inform	Point out where the statement is untrue and give correct information.
Support	Let recipients of prejudiced remarks know that you care and give them support.
Act	Explain what was offensive and try to move things forward.
Plan	Devise strategies/projects that will help to improve understanding and promote action.

Unit Seven - Developing Practice — Trainer's Notes

Training is ultimately about encouraging and enabling us to evaluate and change our practice. This unit contains nine activities that have been devised to encourage practical responses to the challenge of incorporating an equal opportunities perspective in our work. Of the first eight, three are designed to meet the needs of tutors, two are intended to address the work of voluntary members, and the remaining three could suit either constituency. This is not intended to be prescriptive and as the trainer you will wish to select and mix the options to suit participants' needs.

The ninth activity stands detached from the preceding eight in a number of respects, the principal difference being that it has been designed for inclusion in the twelve-hour programme.

Structure

- the entire unit lasts approximately ninety minutes
- activities one to eight last approximately forty-five minutes each
- the six and twelve-hour programmes ask participants to undertake more than one activity
- as the trainer, you can either make the selection or offer participants a menu of options
- your choice should be informed by the participants'

  roles within the WEA
  experience and understanding of the issues
  opportunities to effect change

- Activity Nine lasts ninety minutes and is intended to be a substantial exercise in student-centred learning.

Points to remember:

- each group will need sufficient space to be able to concentrate without diversion or interference
- participants will achieve more if their tasks are clear, specific and appropriate to their responsibilities and concerns
- it can be helpful to refer at the beginning to the underpinning principles, emphasising that these

  articulate the WEA's belief in democracy, inclusion and equality
  provide a rationale for taking action
  provide a measure against which we can assess achievement

- it is important that participants conclude their activities having identified opportunities for amending their own practice.

Activity One: Applying Principles

Time: approximately 45 minutes

Purpose: to explore the application of the underpinning principles to key areas of practice

Method:

- trainer to have copies of the Underpinning Principles (Pre-course Information Document, page four) and either the 'Checklist for Voluntary Members' or the 'Checklist for Tutors' (Papers Six and Seven, Part Three)
- trainer to distribute the principles and to introduce the activity, emphasising its focus upon particular areas of WEA practice (e.g. the curriculum, publicity, promoting voluntary activity)
- participants to work in small groups, each concentrating upon a particular area of practice
- each group to select the principle(s) upon which it will base its discussions **(5 minutes)**
- each group to examine the issues and record key conclusions, supported and guided by the trainer as necessary **(20 minutes)**
- groups to share their conclusions during a plenary. This could be conducted in several ways:

  reports taken from each group and the outcomes compared
  responses to one principle examined in greater detail with a commitment from the trainer to circulate the recorded conclusions about the remaining principles after the event
  groups asked to restrict their contributions to three points for discussion **(15 minutes)**

- trainer to summarise the key conclusions and to introduce either the 'Checklist for Voluntary Members' or the 'Checklist for Tutors'. **(5 minutes)**

Please note:

- trainers will need to give advance consideration to the materials groups may require. This could range from basic resources such as flip chart pads and OHP transparencies to copies of particular documents. In this context it may be helpful to distribute the appropriate 'Checklist' either in advance or during the activity
- trainers may need to identify group facilitators
- thought should be given to the preferred method for the plenary so that groups can be told in advance how their conclusions should be presented.

Activity Two: Curriculum Development

Time: approximately 45 minutes

Purpose: to encourage tutors to reflect critically upon how they construct, present, resource and deliver their courses in relation to equal opportunities issues

Method:

- trainer to have copies of at least one of the sample syllabuses
- participants to have a copy of one of their own syllabuses
- trainer to introduce the activity and to distribute a copy of one of the sample syllabuses to all the participants **(5 minutes)**
- participants to study the syllabus in pairs from an equal opportunities perspective and to note their comments **(10 minutes)**
- participants to share their conclusions during a plenary **(15 minutes)**
- participants, working either individually or in pairs, to analyse their own syllabuses from an equal opportunities perspective, noting any amendments. **(15 minutes)**

Please note: participants will need to be asked in advance to bring a copy of one of their own syllabuses.

During their introduction, trainers will need to emphasise:

- that opportunities to alter the curriculum will vary between disciplines and even between tutors working within the same area
- that the capacity to change will be influenced by individual knowledge, experience and resources and that there is not a notional ideal syllabus
- that nonetheless, it should be possible for all tutors to review and amend their work
- the central value of these documents to the students, the tutors and the WEA
- key features of the syllabus (e.g. language, themes and questions, methods, teaching aids, objectives) which may help to focus the participants' analyses.

Activity Two: Curriculum Development

'THE TIMES THEY ARE A CHANGING: Fiction Since the 1950s'

COURSE OUTLINE

English prose fiction has been subjected to various key influences since the 1950s both external and internal to the genre. A post-war, post-modernist concern with realism provided a context for debate about the cultural role of the form and underpinned a faith in its power to effect social and political change. Realism, Doris Lessing declared, was 'the highest form of prose writing; higher than and out of the reach of any comparison with expressionism, impressionism, symbolism, naturalism, or any other ism.' Lessing's move away from this position (reflecting a transition in her own political beliefs) and into experimental realism, fantasy, science fiction and myth, reflects the diversity to be found on the larger canvass.

Writers as contrasting as Kingsley Amis, John Burger, John Fowles, Angus Wilson, Julian Barnes, Graham Swift, Anita Brookner, David Lodge, and A S Byatt (to name but a few!) offer the reader richly varied pleasures, and as a whole they indicate both the versatility of the form and its symbiotic relationship with the social and cultural context.

The aims of this course are first, to provide an opportunity for students to read and discuss the strengths and weaknesses of particular novels from this period; and second, to offer a broad literary and social context for an appreciation of the achievements of those writers. We will consider the extent to which the writer is an agent of change, and whether or not he has a responsibility to be so.

Teaching methods will include a mixture of tutor input (supplemented by handouts), and large and small group discussions. It is expected that students will read between meetings and written work will be encouraged.

By the end of the course it is hoped that students will be able to:

a) articulate and give reasons for their responses to the novels considered

b) place those novels within the history of the prose fiction of the period

c) locate those literary developments in a broad social and cultural context.

Activity Two: Curriculum Development

'Railways of Leicestershire'

The overall aim of this course is to introduce participants to Leicestershire's early railway history.

By the end of the course participants should be able to.....

- recall the economic and social factors which led to the development of Leicestershire's railway network in the context of the economic development of the East Midlands
- list the major railway developments in the county in the nineteenth century
- relate railway development in Leicestershire to their own experience of railways and describe the elements of Leicestershire's railways which are still in use today
- identify the men who played a key role in these railway developments.

The Course will commence by looking at the national, regional and local context within which railways began to develop in Leicestershire. This will include a brief examination of the origins of steam locomotives and railways, and any contributions Leicestershire may have made to their early development.

The focus will then turn to the first public railway in the East Midlands - the Leicester to Swannington Railway. Its origins, the mobilisation of man power for its construction, key features - including the recesses of Glenfield Tunnel - will be examined. This will be followed by a study of the Midland Counties Railway and its construction from Derby and Nottingham to Leicester and Rugby. This line was, of course, to become the heart of the Midland Railway Company's empire.

The Syston to Peterborough Railway was an early development from the Midland Counties Line as part of George Hudson's efforts to control the railway network across the centre and north of England. The events at the Battle of Saxby will be studied, including the role of a celebrated mistress!

Leicester and Leicestershire played their part in the railway mania of the 1840s. New lines were built, reputations made and then blackened as fortunes were gained and lost, battles for the control of national routes were fought, and the public experienced the excitement of the first 'away days'. The Midland Railway Company's ambition to have its own route into London was frustrated for many years, leaving its London traffic at the mercy of other Companies whose lines it used. The Course will examine how the Midland Company at last achieved its ambition.

A number of more rural lines were developed including the 'Joint Line' which served the ironstone workings on the eastern side of the county and included a branch into Belgrave Road in Leicester. There was also an interesting network of lines in the west of the county. In the 1890s the last main line to London - and beyond - was visualised. The Great Central Railway was opened in 1899 to provide South Yorkshire and the East Midlands with an alternative route to London. It retains a special place in railway history!

The Course will be supported by slides, transparencies, maps and other visual material.

Activity Three: Branch Priorities

Time: approximately 45 minutes

Purpose: to develop voluntary members' awareness of equal opportunities issues in relation to branch activities, and to identify and prioritise action

Method:

- trainer to have copies of the handout 'Branch Priorities', the sample 'Branch Development Plan', and the 'Checklist for Voluntary Members' (Paper Six, Part Three)
- trainer to distribute copies of 'Branch Priorities' to all participants and to introduce the activity, explaining that:

  these priorities were obtained from a survey of 120 voluntary members as part of the work of the East Midland Project

  the intention of the survey was to obtain a profile of responses to a given range of actions and approaches **(5 minutes)**

- participants to read the handout and to consider, individually, how they might rank the statements in order of importance and which of them might prompt action within their own branch **(10 minutes)**
- trainer to create small groups within which participants exchange responses and agree group priorities **(15 minutes)**
- trainer to circulate during these discussions and to note key conclusions
- trainer to report conclusions to whole group **(5 minutes)**
- depending upon whether participants are drawn from the same branch or from different branches, trainer to **either**:

  distribute copies of the sample 'Branch Development Plan' asking groups to use it as a basis for devising a plan of action for their branch

  or, ask participants to discuss in their groups how they might encourage the members of their different branches to take action on the agreed priorities. Trainer to distribute the 'Branch Development Plan' before the end, asking the groups to consider briefly how effective such an approach might be **(10 minutes)**

- trainer to ask all participants to consider introducing at least one action at their next branch meeting, referring forward to the action planning activity in Unit Eight
- trainer to distribute copies of the 'Checklist for Voluntary Members'.

Activity Three: Branch Priorities

Branch Development Plan

What is the key area for change?	Who will do it?	What are the actions and targets?	What will the completion date be?	How will we know when we have succeeded?
Marketing and publicity	Susan	To check our publicity against the advice in the Equal Opportunities Pack	End of April in time for early May branch meeting	Our publicity reflects the advice
Recruitment of new students from groups previously untouched by our publicity	Chair	To identify and respond to needs of blind and partially sighted learners in the locality (action plan to be prepared)	Summer	One targeted class established
Guidelines for branch meetings	Graham	To devise and discuss draft guidelines and to propose amendments	Next branch meeting	Guidelines adopted and in use
Premises	Margaret	To survey premises used by the branch and check for accessibility and quality	Not yet agreed. This task to be carried out over the next twelve to eighteen months	Premises surveyed. New premises investigated / changes to existing ones sought
Monitoring and review	Secretary	To ensure that we monitor our progress in meeting our decisions	To be a regular feature of branch meeting agendas	Item appears on the agenda

You may find the above format helpful in planning and carrying out your agreed priorities. Remember:

- brainstorm ideas
- select your priorities
- don't try to do everything
- go for things you feel you can achieve
- prepare small action plans if this is helpful
- leave some issues for next year.

Activity Three: Branch Priorities

Branch Priorities

This table sets out a series of statements in the order of importance produced by a survey of voluntary members undertaken by the East Midland Project. The 120 respondents scored each statement from 0 to 10 (10 = highest importance) from which an average rating (figure in the right hand column) was calculated. It can give us a rough indication of the value placed upon:

1	Expecting branches to ensure that all members have proper opportunities to express their opinions and views	8.30
2	Actively seeking greater representation of under-represented groups in classes and branches	8.16
3	giving direct encouragement in publicity to such groups	7.95
4	asking tutors to provide more information about their courses so that potential students are encouraged to join	7.94
5	asking tutors to accommodate the special learning needs of students from under-represented groups e.g. blind students	7.53
6	reducing fees for under-represented categories of students e.g. students with physical disabilities	7.53
7	campaigning locally to improve access for students with mobility problems to buildings used by the WEA	7.50
8	developing more programmes specifically for under-represented groups	7.50
9	expecting tutors and branch members to challenge discrimination in all its forms	7.37
10	expecting tutors to share their time equitably with all students	7.33
11	developing a code of conduct for tutors, students and branch members which incorporates a commitment to equal opportunities	7.10
12	asking tutors to develop programmes with more opportunities for individual learning	6.55
13	expecting tutors to seek to introduce examples and materials from a range of cultures wherever possible	6.33
14	actively seeking a student and branch member profile which matches the population profile of the area	6.26
15	expecting branches to raise and discuss equality issues at branch meetings	5.05
16	expecting tutors to raise equality issues as part of their course curriculum	4.55

Activity Four: Hidden Messages

Time: approximately 45 minutes

Purpose: to explore the 'hidden messages' conveyed by WEA documents and the ways in which these can be used positively to widen participation

Method:

- trainer to collect examples of material produced by the WEA for public consumption (e.g. course publicity, national and district statements and reports, outlines of study) including the general information leaflet produced by the National Association

- trainer to distribute copies of this leaflet (or equivalent material)

- participants to discuss in pairs the impression of the WEA conveyed by the leaflet (the trainer might need to focus attention upon the use of colour, text , layout and pictures etc.) **(5 minutes)**

- working as a whole group, participants to consider any other messages they would choose to convey and to identify the ways in which the current leaflet could be altered to achieve this **(10 minutes)**

- working in small groups, participants to discuss all the documents collected by the trainer in terms of whether they convey an *exclusive* or *inclusive* image of the organisation, identifying one particularly striking example of each and noting the reasons for their selection **(15 minutes)**

- plenary during which the examples are outlined and discussed **(10 minutes)**

- trainer to summarise the conclusions and outcomes of the activity, directing attention to Papers One and Nine in Part Three and distributing the handout 'Hidden Messages'. **(5 minutes)**

Activity Four: Hidden Messages

The words and pictures chosen to describe the work of the WEA convey powerful impressions of our values, attitudes and practices. Only some of these will have been created deliberately. It is important to build an understanding of the unintentional and less overt features of our communications, and develop a spoken, written, and visual vocabulary that expresses an anti-discriminatory message about our work. This should be considered in relation to:

- our written communications e.g. general information leaflets, displays, prospectuses and annual reports, job advertisements, course publicity, outlines of study and teaching materials

- our spoken communications e.g. teaching methods (exposition, discussion, role play etc.) and the manner in which we conduct our meetings.

How to convey anti-discriminatory messages

There are numerous ways in which the WEA can meet this challenge. The following list is intended to help focus discussion and to offer a range of ideas for action. Participants will be able to select form these or devise new suggestions in relation to their particular circumstances.

Use phrases which make the WEA's commitment to equal opportunities explicit e.g. 'Working towards Equal Opportunities'.

Invite people to identify any specific access requirements in advance of a course and make clear references to any arrangements, e.g. loop systems, wheelchair access (it is worth mentioning even when a venue is not accessible as this is useful information and it shows that you are aware of the issues), reduced fees, child/dependant care etc.

Include positive images of disadvantaged groups e.g. a disabled tutor helping a student.

Welcome people whose first language is not English e.g. by translating material and offering the support of a translator during classes.

Welcome people with literacy and learning difficulties e.g. by using 'easy English' in promotional and teaching materials and audio tapes as well as written texts.

Avoid cultural bias e.g. take account of different religious calendars and avoid presenting the world in terms of its relationship to white Europeans.

Be sensitive to the accessibility of the design, language and imagery of all materials.

You may find it helpful to read Papers One and Nine in Part Three and the handout 'Linking Theory to Practice' from Unit Four.

Activity Five: Classroom Conduct

This activity is intended to focus attention upon the implications of equal opportunities issues for our work within the classroom. It offers three case studies each of which can be adapted to suit the needs of participants.

As the trainer, you may decide to distribute all the material amongst the participants, or to restrict the groups to discussing identical cases. Experience suggests that greater benefits are derived from ensuring that the chosen case studies are considered by at least two groups.

Notes are provided below for each case study. These are not intended to be exhaustive but to offer trainers a few useful points and some supplementary information.

The case studies are given in the handout accompanying this activity.

Case Study One - Trainer's Notes

It might be useful to set the issues revealed in this case study against the three principles established by the Commission of Enquiry into Human Aids to Communication (March 1992):

'Deaf, deafened, hard of hearing and deaf blind people should:

- have equal access to the same opportunities as hearing people
- have equal access to information and full participation in society
- expect equal opportunities from agencies and utilities which provide services and information to hearing people to communicate effectively with all users'.

There is an underlying assumption in this case study that the tutor will be able to respond if s/he is aware that the student is deaf. However, in itself, this information is unhelpful. It is not the student's impairment that is important but rather our ability to provide the necessary access. Knowing that the student is deaf is the starting point, a stimulus for further enquiries into what specific access requirements this entails e.g. a loop system, a lip speaker, or a British Sign Language interpreter.

The tutor would also need to know if these types of support are available locally, how they are to be obtained, and what implications their use has for her/his teaching. This raises issues about how such information can be stored locally (e.g. lists of interpreters), how their use can be funded, and the ways in which tutors can be trained and prepared properly for such an eventuality.

It is helpful to refer to the advice offered in the WEA publication *Deafness and Hearing Impairment: Access Guidelines and Adult Education Perspectives* (West Mercia, 1993). This suggests:

- finding out how the person will cope best
- recognising that background noise may be more of a problem than not being able to hear so well
- adopting strategies which make communication easier like speaking clearly but not too quickly and facing listeners at all times so that lip-reading is possible
- seeking additional ways to communicate
- ensuring the optimum conditions
- exploring other learner support possibilities - perhaps radio transmitter or loop.

Case Study Two - Trainer's Notes

Participants may have encountered situations similar to the one described in the case study but incorporating sexist rather than racist allusions. Trainers may wish to draw out the parallels and differences during discussion. Much of what follows could help to inform general responses to either situation.

Assessing when and how to step into a situation can be a finely judged matter: none of us wants to be either too officious or too negligent in the way we respond. However, in this instance there is sufficient causing concern to justify some form of intervention. The person is from an older generation and may be acting in ignorance and from a desire to integrate into the group, rather than from a conscious intention to offend. Therefore, the tutor might feel that an informal, private word with the student would be appropriate in the first instance. In this context, the ground rules could provide a helpful and neutral starting point.

Alternatively (or additionally) it might be useful to refer the whole group back to the ground rules. Now that the course is well under way, this could be a useful reminder of what they have to say and would also offer the tutor an opportunity to mention, in broad terms, comments that are at variance with them. This would demonstrate to the group members that s/he is aware of what has been taking place, and help to expose the issues without personalising the problem.

If it is appropriate to the syllabus, it might also be helpful to address 'racism' (or 'sexism') as a larger theme for the work of a future session. In addition, positive references to the contribution made by members of disadvantaged groups (e.g. the work of black writers), would provide a strong counter-balance to erroneous and negative assumptions.

However, regardless of how carefully the tutor manages the situation, it will be necessary for her/him to remain sensitive to any recurrence or escalation of the comments. More focussed and direct action might be needed. It is always helpful to remember that the WEA has a strongly principled approach to its work and a body of experienced field staff to provide support.

Case Study Three - Trainer's Notes

This case study highlights the difficulties for tutors in maintaining an equitable allocation of their time with groups of widely mixed ability, particularly where one student appears to need exceptional amounts of support.

Amongst the issues to be considered are:

- the routes into the course and whether sufficient pre-course information and guidance has been made available
- the types of additional support that might be called upon to help both the tutor and the student. This could include measures to increase the student's study skills
- possible strategies for alerting the student to the consequences of her/his actions, for increasing her/his confidence, and for repairing any damage to relations in the group
- the ways in which the requirements of certification might be adapted to accommodate different abilities (e.g. a moderator accepting audio cassettes as evidence of learning)
- the steps that could be taken to ensure that flexibility in the presentation of evidence is considered in the planning of all accredited programmes and built into submission documents
- the degree to which students might support each other and how such an approach could be encouraged
- the need for tutors to be clear about their own boundaries
- the need for tutors to be sensitive to the concerns of all students.

Activity Five: Classroom Conduct

Time: approximately 45 minutes

Purpose: to explore equal opportunities issues in the context of the classroom

Method:

- trainer to have sufficient copies of the chosen case studies to allow all participants to (eventually) have one
- participants to work in small groups
- trainer to introduce the activity, emphasising that the case studies are intended to highlight certain assumption and approaches and to prompt the identification of actions that promote equal access to learning **(5 minutes)**
- trainer to distribute two case studies to each group, explaining that participants are not under pressure to consider both
- groups to discuss the case studies, noting their main responses and conclusions for later discussion **(20 minutes)**
- plenary during which each case study is taken in turn (it is helpful if each participant has a copy of all the studies under discussion) **(20 minutes)**
- trainer to summarise the conclusions, noting the possibility of taking certain ideas further through personal action planning (see Unit Eight).

Activity Five: Classroom Conduct

Case Studies

Case Study One

You are the tutor of an Art History course. Whilst much of each session is spent looking at photographs and slides, you like your students to engage actively in debate about what they have seen and experienced. In this way the subtleties of colour, touch and method can be explored. There is freedom to question and reflect.

It is close to the first meeting and you know that fourteen people have enrolled, most of whom have been to your classes before and are therefore experienced in your methods. The local member of field staff rings to say that s/he has just learned that one of your new students is deaf. Unfortunately this is all the information that is available.

Case Study Two

You are the tutor of a Creative Writing course that has had four sessions. You are getting to know the students and have started to have concerns about the contributions of an older person in the group. S/he has said nothing that is blatantly racist but a few 'humorous' references have fallen uneasily amongst the students. You have noticed that one or two are starting to keep a distance from her/him and you are concerned that their discomfort will deter them from attending or contributing, and that s/he will end up isolated and confused. You also feel that there may be ideas underpinning the remarks that should be discussed and challenged.

You are conscious that there are important issues here that need to be addressed but are unsure how to proceed. As yet you have not responded to the situation. At the start of the course you all agreed a set of ground rules which included a statement about equality and respect.

Case Study Three

You are the tutor of an accredited course leading to a qualification. The accepted evidence of learning is a portfolio of written work. One of the students appears to lack confidence and is demanding increasingly large amounts of your time, seeking help before you start and always after the class has finished. Additionally, the time within the course that is allocated to student support and guidance seems to be disproportionately occupied by her/his concerns. Other members of the group are showing signs of dissatisfaction yet her/his needs are clearly considerable.

Activity Six: Branch Ground Rules

Time: approximately 45 minutes

Purpose: to explore the potential of branch ground rules as an aid to encouraging equal opportunities practices, and to consider how they might be implemented

Method:

- participants to work in small groups (with other members of the same branch, if at all possible)
- trainer to introduce the activity and to distribute copies of the handout 'A Guide to the Development of Branch Ground Rules' to each group **(5 minutes)**
- each group to develop its own set of branch ground rules (referring to the handout for guidance) which they record on either a flip chart sheet or an OHP transparency **(25 minutes)**
- trainer to circulate during these discussions to offer support
- groups to share their conclusions during a short plenary **(10 minutes)**
- trainer to conclude, restating the hope that participants will take the idea back to their branches and making a commitment to ensuring that all the suggestions are distributed later to all participants **(5 minutes)**
- trainer to circulate copies of the 'Checklist for Voluntary Members' (Paper Six, Part Three).

Activity Six: Branch Ground Rules

A Guide to the Development of Branch Ground Rules

The desire to promote wider participation and greater equality informs all the work of the WEA. In order for this vision to be realised, everyone involved (staff, tutors and voluntary members) must examine their practice to see what aspects need to change and develop.

You may have experienced meetings where:

- some people have talked too much
- decisions were taken with reference to the views of only a few people at the meeting
- business was conducted with such formality (or, alternatively, in such chaos) that some members were unable to express a view
- important information was not shared properly within the meeting and some people were excluded from discussion.

Formal measures to deal with these difficulties are often referred to as 'standing orders'. Unfortunately these can seem archaic and obstructive, as if their intention was to confuse anybody without a detailed understanding of the rule book!

It should be possible to develop a set of procedural 'rules' for branch meetings that do not cut across constitutional matters but which, through common sense:

- avoid the worst excesses of 'standing orders'
- encourage everyone to participate
- allow matters to proceed in a business-like and friendly way
- discourage alienating comments and actions.

To achieve this, you might find it helpful to think about such matters as:

- starting and finishing punctually and agreeing a time allocation for particular agenda items
- ensuring that everyone has opportunities to speak and that the views of the meeting are sought, particularly on key issues
- encouraging discussion and debate whilst ensuring disagreements are not personalised or excessively anecdotal
- ensuring that meetings are business-like but friendly
- ensuring that all members feel valued and informed properly about matters
- giving support to those who find public speaking daunting
- encouraging members to volunteer for office
- giving support to officers and demonstrating that their work is appreciated.

It is important to ensure that ground rules are discussed and agreed by everyone, and that they are displayed or available at meetings. They will need to be reviewed and amended from time to time.

Activity Seven: Learner Support

Time: approximately 45 minutes

Purpose: to explore the issues raised by integrating a blind student into an adult education class and to identify the forms of support that might be required

Method:

- trainer to have copies of the case study 'Becoming Familiar' and of the handout 'Learner Support'
- working in an even number of small groups, half the participants to imagine themselves in the position of a course tutor, whilst the other half identify the barriers that might restrict a blind student's access to a course and the steps that could be taken to remove them
- 'tutor' groups to discuss and record their responses (including practical steps) to being told that a blind student is to join their class, the 'student' groups to identify and record their difficulties and the types of support they require for their learning **(15 minutes)**
- groups paired to compare notes **(10 minutes)**
- trainer to distribute the case study asking all groups to assume the role of the tutor in order to identify:

  the steps they would take in preparation for the second meeting

  the implications of these for their work

  the types of support they would need in order to carry through these adjustments **(10 minutes)**

- plenary during which the whole group shares and compares approaches **(10 minutes)**
- tutor to distribute handout 'Learner Support'.

Activity Seven: Learner Support

The Case Study - 'Becoming Familiar'

The following case study is taken from the (forthcoming) WEA training pack *Working With Visually Impaired Students: A Study Guide for Trainers and Tutors*. It has been slightly adapted. The entire study charts the progress of Alex who is blind and on his way to join an adult education course for the first time in many years. This extract describes his experience of the first class meeting.

'The moment of truth had arrived. Here I was at the classroom, ready for my first try at local history. It was a welcome relief to find that the tutor was expecting me - I was to discover later that she had received a hurried warning from reception while I had been on my toilet adventure!

Sheila, the tutor, spoke in a broad Yorkshire accent. She quickly introduced herself, sent Denise [a friend who offered to accompany him to the class] off to return for me at the end of the session and settled me into a space where I was comfy and felt some degree of security. I sensed that here was someone I could rely on.

I was quickly linked with the people on either side of me as we got to know each other in small groups and talked together about what we hoped to achieve in the class. Then Sheila skilfully drew us all into the discussion, making sure that I had my chance of a say!

It was clear that Sheila wanted us to be handling artefacts as soon as possible. The pattern she followed on that first evening became the established pattern for the future. First some discussion involving all of us, then Sheila's own contribution on a selected theme for the evening - usually short, knowledgeable and interesting, - then a sustained spell of 'hands on' activity with documents and objects with a short break for coffee if we wanted it. The evening was rounded off with more discussion usually focusing on what we had been doing.

All this suited me fine as it gave me a degree of security - I knew what was coming next.

My patience was tried a bit that first evening because I had to wait while Sheila got the others going but my turn came eventually. I was a bit concerned that she gave me too much time - after all the other students had paid for their share of her time.

That first night Sheila apologised for the typed notes she gave me, promising to try to find something more appropriate in the future. As we left she called 'See you next week.'

Activity Seven: Learner Support

Case Study - Commentary

Having to respond at short notice to specific learning requirements of this kind places both the tutor and the student in a very difficult position. It should be avoided at all costs by having systems in place for obtaining relevant pre-course information - but unfortunately, as we all know, systems can fail!

In this Study, the tutor's response retrieved what could have been an extremely discouraging evening for Alex. Her behaviour and the circumstances of the case raise some key issues for us to consider:

- the fundamental importance of making sure all students feel welcome, involved and at ease, and of taking steps (however informal) to effect introductions. In this case, the tutor's actions over time helped to build strong relationships between Alex and the other students who offered him support as he moved through his studies

- the need to manage discussion so that all students can participate, ensuring that cues are offered to those, like Alex, who might need them

- the importance of providing continuity within and between sessions for some students through:

  a regular seating arrangement

  'neighbours' who understand her/his needs

  a familiar pattern of learning within the session to provide 'anchor points'

- the need to ensure that all teaching methods, aids and materials are equally accessible to all students. This entails being prepared to adapt them once a barrier becomes apparent

- the need for tutors to receive support from the WEA in order to meet the specific learning needs of students (e.g. appropriate training, additional funding, particular facilities and equipment)

- the importance of a relaxed, thoughtful and positive approach to the situation which reflects the familiar guiding principles of participation, equality of status, student-centred and negotiated learning, and mutual respect.

The following list is partly derived from information in *Visually impaired students and the Workers' Educational Association: A survey report* (1997) pp 28-30. It offers a range of questions that tutors might consider and which Sheila, and those who arranged her course, might have found useful.

Does the centre/branch know that a blind/partially sighted student will be attending?

Are they/you aware of any specific access requirements the student has in relation to this disability? Is multiple disability an issue?

If it is not available already, how do you acquire this information?

Are details of the building's facilities and safety measures (including fire procedures) accessible? If not, how do you ensure that a blind student is informed?

Have you considered your course content in relation to ensuring that visually impaired students have equal access?

Could any of your material be taped? Are you using RNIB Clear Print Guidelines in your printed material (see Paper Nine, Part Three)? Are low vision aides (e.g. magnifying glasses) available? Are there objects that could be handled and examined by touch? Do you need to offer braille translations?

Are your contributions clearly delivered, employing descriptive language where normally you would use visual aids?

Are there external distractions (e.g. road or building noises) that could interfere with students' hearing? If necessary, could the course be moved to another room?

How can you remember to ensure that there is always clear space in the room for obstacle-free movement?

What is the optimum effective lighting for those with little vision and does the seating arrangement use it to best advantage? What is the best position for you?

Do you need to take particular steps to encourage friendly relations between your visually impaired student and others in the group i.e. how will that student learn everyone's names? How can you circumvent the importance of knowing names if it proves to be difficult?

Can you adopt an approach which stays calm and flexible, and which allows all participants time to develop their thoughts, words and actions?

Activity Eight: Creating Two Nations?

Time: approximately 45 minutes

Purpose: to develop an awareness of current trends in the involvement of adults in education, and to explore different means of widening participation and broadening the curriculum

Method:

- trainer to introduce the activity, providing a brief sketch of the range of the work undertaken by the WEA **(5 minutes)**

- trainer to distribute the handout 'Creating Two Nations', asking participants to read it. If the activity has been selected well in advance, it might be helpful to send the handout to participants as part of the pre-course information **(5 minutes)**

- working in small groups, participants to consider the following questions:

  How would you broadly define the people who are ***not*** drawn to 'mainstream' WEA provision (e.g. in terms of their class, sex, age, ethnic background)?

  How could provision be targeted towards/made accessible to these under-represented groups?

  What do you (as a tutor or branch member) require in order to achieve this? **(25 minutes)**

- trainer to emphasise the need for groups to record their key conclusions and to remind participants ten minutes before the end of their discussions

- plenary during which groups share their key conclusions. **(10 minutes)**

Activity Eight: Creating Two Nations?

Between 24 January and 6 February 1996, the National Institute of Adult Continuing Education (NIACE) conducted a survey of 4673 adults in order to map adult involvement in learning. The report includes the first full study of participation in Northern Ireland which, along with the analyses of England, Scotland and Wales, contributes to an exceptionally comprehensive picture of the United Kingdom. The conclusions published in *The Learning Divide* (1997), show that:

- three in five adults have not participated in learning in the last three years
- approximately one in four adults is currently learning
- more men than women are currently involved or have been recent learners
- there are many general barriers to participation: time, finance, job security, domestic responsibilities, lack of local opportunities, little knowledge of local opportunities, perceived lack of relevance, cultural barriers
- there are particular barriers for certain groups:

  women: child care, transport, course location, timing
  older adults: money, course location, timing and transport
  unemployed adults: money, benefit problems and regulations
  black groups: racism, euro-centrism in curriculum and material
  working-class groups: relevance of education, money, cultural barriers

- social class continues to be the key discriminator in participation
- adults who are not in work have almost half the levels of participation as those in work or seeking work
- almost half as many skilled manual workers (C2s) as white collar workers (C1s) are currently studying (17% compared with 32%). The percentage decreases further in relation to unskilled workers. The trend suggests the gap is widening
- the length of initial education is still the best single predictor of participation in adult learning. Those who stay at school until they are 16 are more than twice as likely to be engaged in later learning, and this increases to three times as likely amongst those who remain until they are 18.

There are major regional variations but the report offers substantial evidence to support the disturbing conclusion that the UK is increasingly two nations - one in which people are convinced of the value of learning and participate regularly, and the other in which people are alienated from education and are denied its possible benefits.

This identification of an increasing divide within the learning society reflects the broad conclusions of other analyses of the ways in which key opportunities are distributed. It is now accepted that the richest and poorest sections of the population have moved further apart since the late 1970s and that as a result, whilst some of us have enjoyed greatly enhanced standards of living, others have been consigned to deepening cycles of poverty and deprivation. Restricted access to education contributes to this process of perpetual disadvantage - equal access has the power to challenge and break it. This ambition underpins the equal opportunities principles and practices of the WEA.

Activity Nine: Focusing on Disadvantage

This activity is unlike the previous eight in Unit Seven in the following respects:

- it is intended to last ninety rather than forty-five minutes
- it is part of the twelve-hour programme and is not offered in either the three or six-hour events
- it is intended to be highly student centred in its construction and delivery
- as a consequence the pack does not offer a recommended method or handouts.

The purpose of the activity is to create an opportunity within the longer programme for a concentrated examination of one area of disadvantage. The objectives of this analysis are:

- to identify the ways in which people experience discrimination as a result of their race, sex, physical or mental impairment, class or sexuality
- to establish the broad consequences of such discrimination
- to examine the implications for access to adult education
- to identify a range of initiatives that could challenge and remove such barriers to access.

The activity is intended to reflect participants' concerns and interests and therefore the approach should be determined collaboratively. It is important that the resulting method is based upon:

- the principle of using the experience and knowledge of all participants
- agreed aims and objectives
- agreement upon the appropriateness of the method to the tasks and to the experience and skills of the participants
- a realistic appreciation of what can be achieved within the time available, and of how outstanding issues can be addressed or carried forward
- a realistic measure of the level of resources available to support the activity, including documents, handouts, equipment and aids, and the knowledge and skills of the trainer.

As the trainer, it is important to:

- consider in advance which areas you feel able to facilitate/resource so that you can bring a range of relevant materials to the event
- make clear to participants which areas you are able to address
- consider in advance whether or not it would be advantageous to arrange a contribution from an outside speaker. Various organisations such as Racial Equality Councils (RECs) and the Royal National Institute for the Blind (RNIB), will have experienced local speakers and trainers (see Paper Ten, Part Three), and most local authorities have staff with expertise in the field of equal opportunities. In order to protect the consultative nature of the activity, such advance arrangements might have to be provisional
- initiate preliminary discussions with participants during the first day of the programme. The precise timing will vary but it is important to establish the focus of Session Six sufficiently far in advance to enable you to select/create support materials and to consider the methodology. Participants will also need an opportunity to develop and prepare their contributions.

A key objective of training is to transform learning into action. This activity is intended to further that process by ensuring that participants leave the event with a commitment to altering some aspect of their own practice and to encouraging organisational changes within the WEA.

For individual participants, some form of personal planning can be an effective means of identifying appropriate actions. By recording the plan, the individual can confirm the intention to proceed and create the basis for a later review of progress.

As the trainer, it is important to emphasise that in order to succeed, action plans must be attainable and measurable.

Structural and organisational changes to the WEA obviously entail a different, more complex process of debate and review. It is a task for the longer term and one that should engage the whole Association. This activity contributes to that process by inviting participants to suggest ways in which the WEA could act to promote equal opportunities. If they choose, participants' ideas can be forwarded to local field staff or, alternatively, they may be incorporated into the local District's annual progress report on its equal opportunities training. This will be forwarded to the National Association for consideration as part of a larger strategy for monitoring and evaluating the effectiveness of the national training programme.

There are numerous possible approaches to action planning. This activity offers one way forward but trainers will use their judgement and experience to decide which method would best suit their circumstances.

Time: approximately 10 minutes

Purpose: to ensure that participants are committed to taking and encouraging action

Method:

- trainer to introduce the activity, asking participants to reflect back upon the conclusions of previous discussions and the actions that have already been suggested - particularly in relation to the activities in the previous unit **(2 minutes)**

- trainer to distribute the handout 'Equal Opportunities - Personal Action Plan', asking participants to identify two actions and to record these **(2 minutes)**

- working in pairs, participants to devise suggestions for the WEA to consider, identifying the relevant parts of the organisation, and to record these on the handout 'Equal Opportunities - Suggestions for the WEA' **(5 minutes)**

- trainer to collect the suggestions, explaining the different means of passing them on to the Association. **(1 minute)**

Please note: participants may wish to make arrangements for a later progress review. This could be achieved through partnerships in which each person retains the other person's plan and agrees to post it back to them at some future date (e.g. in a month). Individuals may also wish to contact each other at an appropriate time to discuss matters. This type of arrangement will suit some participants but not all and therefore no one should feel under pressure to comply. The trainer will need to frame the options carefully and be sensitive to any signs of unease.

Equal Opportunities - Personal Action Plan

- think through a range of possible actions you could take to change your own practice
- select two that seem achievable
- record these on the form below.

Personal Action Plan

As a result of the Equal Opportunities Training I will work towards changing my practice in the following ways:

.....

.....

.....

.....

Signed: Date:

Equal Opportunities - Suggestions for the WEA

We suggest that the WEA considers the following ideas in order to promote and integrate an equal opportunities perspective within its practices:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

N.B. It would be helpful if you could be specific about which parts of the Association your suggestion refers to (i.e. branches, districts or national bodies, employees or voluntary members).

.....

If you would like to discuss your suggestion with a member of staff, please give your name and telephone number below:

.....

We all know the value of finishing an event properly. An effective conclusion helps to consolidate positive intentions and feelings of goodwill. It adds to the sense of completeness and achievement. Much of what follows will be familiar to many trainers who may find it useful as a checklist.

At the end of the final session it is important to:

- refer back to any outstanding issues (there may be some unresolved 'emerging issues' from Unit Five)
- offer to clarify any other matters that have arisen during the day or to answer questions that spring to mind now
- distribute any additional materials for participants to take away (see Part Three)
- repeat any commitment to distributing material after the event and to passing participants' suggestions forward
- ensure that all expenses have either been paid or the appropriate arrangements made
- refer to the reasons and arrangements for monitoring and evaluation
- thank everyone for attending and participating
- emphasise the importance of the endeavour and of their contribution to it, reminding participants of their action plans.

Monitoring and Evaluation

The handouts for this unit consist of three evaluation forms and a monitoring form.

Evaluation Form One - Participants (Handout 1) is part of the national strategy for evaluating the effectiveness of the WEA's equal opportunities training programme. It should be completed by all participants and then returned to the trainer who has responsibility for forwarding all copies to the local District's key contact person.

Evaluation Form Two - Trainers (Handout 2) is also part of the national evaluation strategy. It offers the trainer an opportunity to assess and comment upon the event and the materials. The form should be returned to the District's key contact person.

Monitoring Form (Handout 3) is part of a national strategy to monitor the effectiveness of the training. Again, it should be completed by all participants although this can be done at any point before or during the event. The forms should be returned to the trainer who should forward all copies, along with evaluation forms one and two, to the District's key contact person.

Evaluation Form Three (Handout 4) is not part of the national strategy and therefore there is no requirement to use or return it. The form is intended to provide the trainer with useful feedback on the effectiveness of different aspects of the event, although s/he may wish to forward comments and suggestions as appropriate. Trainers may have alternative forms they would prefer to use.

As the trainer, it is important to:

- have details of the District's key contact person
- ensure that 'Evaluation Forms One and Two' and the 'Monitoring Form' are completed and then forwarded to the District's key contact person.

Most of us find dealing with administration an unwelcome chore. However, by carrying out these tasks you are making a vital contribution to the whole process of sustaining and improving the training. Thank you.

Evaluation Form One (Participants)

Event dated **...../...../.....**

Completion of this form by all participants is an essential part of the WEA's national evaluation strategy. Your co-operation is greatly appreciated and will make an important contribution to the further development of the training programme.

1 Was the training enjoyable? Yes ☐ No ☐
If 'no' please give your reasons.

2 Did the programme achieve its objectives? Yes ☐ No ☐
If 'no' please state which objectives were not achieved and why.

3. Should any parts of the programme be longer, shorter or omitted?

4. Is there anything missing?

5. Which parts of the programme were a) most helpful b) most challenging?

6. Are you likely to change your practice as a result of the training? Yes ☐ No ☐

Please give your reasons, identifying which areas of practice.

7. Can you identify any related support/training needs? Please be as specific as possible.

Thank you **- please attach this evaluation form to the monitoring form and return them to the trainer.**

Evaluation Form Two (Trainers)

Event dated **...../...../.....** **Number of participants** ☐

Completion of this form by all trainers is an essential part of the WEA's national evaluation strategy. Your co-operation is greatly appreciated and will make an important contribution to the future development of the training programme.

1. What was the length of the training event?
   3 hours ❑ 6 hours ❑ 12 hours ❑ Other ❑

2. Did you use the Training Pack as published?
   Yes ❑ No ❑
   If 'no' please outline your changes.

3. Was the Training Pack easy to use in terms of:

	yes	no		yes	no
layout	❑	❑	organisation	❑	❑
language	❑	❑	content	❑	❑
support materials	❑	❑			

   If 'no' please give your reasons:

4. Were the materials effective in achieving the programme's objectives?
   Yes ❑ No ❑
   If 'no' please give your reasons.

5. Would you suggest any alterations to the Pack? Could it be improved by deletions, additions, re-ordering or amendments?

6. How do you think the WEA's equal opportunities training programme should develop and what further support would this require?

Thank you **- please use the reverse side of this sheet for any further comments or suggestions.**

Monitoring Form

Event dated ...../...../.....

The WEA is committed to equal opportunities for all. So that we can monitor the effectiveness of our training in this area, we are seeking your help. It would be of great assistance to us if you would **complete this form and return it to the trainer along with 'Evaluation Form One'**. The information will be treated in confidence and used only for statistical monitoring. There is no need to include your name.

1. Which District do you come from?

2. What is your role within that District (e.g. tutor, staff, voluntary member)?

3. Do you consider yourself to have a disability?
   Yes ❑ No ❑

4.

Please tick	Male	Female
Bangladeshi	❑	❑
Black African	❑	❑
Black Caribbean	❑	❑
Black Other	❑	❑
Chinese	❑	❑
Indian	❑	❑
Pakistani	❑	❑
White	❑	❑
Other Asian	❑	❑
Other (*please specify below*)	❑	❑
No answer	❑	❑

6. *Please tick appropriate age band.*
   Under 25 ❑ 26 to 40 ❑ 41 to 60 ❑ Over 60 ❑

7. *Please tick appropriate mileage band for distance travelled to training course.*
   Under 10 miles ❑ 11 to 25 miles ❑ 25 to 50 miles ❑ Over 50 miles ❑

8. Have you attended a WEA equal opportunities training event before?
   Yes ❑ No ❑
   If 'yes' please give brief details

Thank you for completing this form.

Evaluation Form Three

Completion of this form will provide the tutor with useful information about the training programme.

1. Please comment on the following:
   - the advance information
   - the accommodation
   - the timing of the event
   - other practical arrangements.
2. Was sufficient time allocated to each activity?
3. Were any aspects of the training programme inaccessible to you? Please be as specific as possible, identifying the reasons.
4. Did the delivery have the right balance between tutor contribution and discussion?
5. Are there other ways in which the training might be improved?

Thank you for completing this form.

Learning to Change

Part Three

Support Papers

These papers support the training activities in Part Two. They provide a more detailed context for the issues raised and some useful general information. Most of them come from sources external to the East Midland Project and (with only occasional typographical edits) have been reproduced verbatim.

Contents of Part Three

Paper One	A-Z of Equal Opportunites
Paper Two	Understanding Social Inequality
Paper Three	Key Legislation
Paper Four	Guidelines For Women Only Education
Paper Five	WEA Charter (Revised) Section 8
Paper Six	Checklist for Voluntary Members
Paper Seven	Checklist for Tutors
Paper Eight	FEFC Guidance on Completing the Additional Support Costs Form
Paper Nine	RNIB Clear Print Guidelines
Paper Ten	Useful Addresses
Paper Eleven	Bibliography

Source: A-Z of Equal Opportunities (WEA Western District, 1996)

Key concepts, debates and vocabulary for equal opportunities work

About the A-Z of Equal Opportunities

This document has been developed as an aid to the effective implementation of Equal Opportunities Policies within Western District WEA. It is intended that it will act as a source of useful information, ideas and focus for debate, at all levels and in any setting within the organisation.

This is a draft and incomplete version which the Equal Opportunities Advisory Group is developing. It replaces the Feb 1996 document

Discussion of Equal Opportunities issues is always controversial and the terminology that is used is frequently ridiculed for being 'politically correct' at the expense of 'commonsense'. This is unfortunate because it actually obscures and detracts from the central concerns of social justice, human rights and the celebration of diversity and difference.

We believe it is important to develop a shared vocabulary which is respectful of the expressed wishes of minority and disadvantaged groups. We also believe that debate is healthy and that if we can agree on the terminology we use we will avoid unnecessary misunderstandings and communicate more effectively.

Language never stands still. Ideas change. Debates shift emphasis. There is much controversy about most of the terms identified and described here. Regular revision of this paper is essential. Please put any changes, additions or deletions you wish to see in the next edition in writing, to

D.Weymont, Convenor of the Equal Opportunities Advisory Group.
Western District WEA 40 Morse Rd. Redfield Bristol BS5 9LB.
Your suggestions will be discussed at the Equal Opportunities Advisory Group and if agreed will be included in the revised version.

References

Terminology for Race and Equal Opportunities Work The National Federation of Community Organisations (Charity Registration No 283752) June 1990 Avon Coalition of Disabled People (1996) Disability and terminology: A glossary of terms A.C.O.D.P
0. L. C. (198?) Equal Opportunities Code of Practice
WEA East Midlands -Working with visually impaired students: A study pack for trainers and tutors. (draft March 1996)

If you reproduce any of this information please acknowledge its WEA source

Access

Access is often used to refer simply to physical access for disabled people. For example entry to and use of buildings via ramps and lifts. In its broader use it means the right to full and equal participation in all areas of society e.g. fully integrated and independent access to the physical environment, to information (audio, visual, written), etc. With regard to education this means the right to full participation in the curriculum.

Ageism

Ageism has been defined as:

- making assumptions about a person's mental and physical capabilities based on his/her age
- treating a person less favourably or ignoring that person because of his/her age

There is no law that protects us against ageism. Discrimination on grounds of age is common in relation to recruitment and employment practices in many organisations e.g.

- an advert which specifies 'young and enthusiastic'.
- attaching a fixed (usually low) salary to a job.

It is young people (under 18) and older people who are discriminated against on grounds of age. Over 45s are often the first to be made redundant or take early retirement. Their chances of re-employment are very low.

Afro-Caribbean

People of both African and Caribbean descent.

Asian

The term 'Asian' is often used to describe anyone who is descended from the people of the Indian sub-continent including India, Pakistan, Bangladesh, China and Indonesia. In general terms this is acceptable when describing a non-white population e.g. 'black and Asian'.

However, Asia is a huge and diverse area of the world whose people often have little in common. Within this area and within the descendant communities living in the UK there are several major religions and huge differences in terms of life-chances between different groups. In terms of being sensitive to these differences and in particular with regard to ethnic monitoring it is now usual to distinguish between these groups.

Black

There is no one word that applies to all members of minority groups in this country. In the early 1980s black was used to refer to anyone who wasn't white. At that time it was acceptable because non-white groups had much in common. Now the debates have become more sophisticated and sensitised to the expressed wishes of members of some minority communities. 'Black' is now usually only used to describe people of African and Afro-Caribbean origin.

Blind [see also visual impairment]
The official definition according to the National Assistance Act 1948 states that registration means that a person is 'so blind as to be unable to perform any work for which sight is essential'. A person's sight is considered to have reached this stage if only the top letter of the test chart can be seen when the eye specialist holds the chart in front of her or him. It is possible that the terms 'blind/visually impaired' will be contested in the same way as the term 'deaf' has been (see below) although please note you should never use the phrase 'the blind' - rather you should use the term 'blind people' or preferably 'people with a visual impairment'.

Deaf (see also hearing impaired)
Deaf can refer to a whole range of types of hearing impairment from profound to partial loss. The term 'deaf' has gone out of use because of its negative connotations (early 1980s) and more recently has come back into use by some of the more radical (and generally profoundly deaf) members of the disability movement. These people have reclaimed the term 'deaf' in much the same way as the lesbian and gay community have reclaimed the terms 'dyke' and 'queer'. They place particular emphasis on signing as opposed to lip-reading and forcing deaf children to develop speech.

Disability (see also Handicapped and Impairment)
A form of oppression which people with impairments experience as a result of the way society is organised such that it excludes them from full participation in ordinary life.

Discrimination
Discrimination is any action which deprives an individual or group of their rights.

Equal opportunities
Equal opportunities is the term used for a policy which aims to redress the inequalities that exist in our society. It aims to ensure that everyone receives equal treatment, regardless of race, ethnic origin, nationality, national origin, sex, age, disability, sexual orientation, class, religion, marital status, where they live and income. It also aims to enable people to start from the same base.

Ethnic minority
'Ethnic minority' is a sort of catch-all term that can include any individual who experiences racism in any form. (e.g. a physically 'white' child with mixed race parents). It can also include (for example) Jewish, Arab, Chinese and Romany people. Some people might want it to include Irish and Welsh people - there seems to be no consensus on this. It may be more appropriate to think of them as 'minority groups' rather than ethnic minorities.

Ethnic Monitoring
The purpose of ethnic monitoring is to collect detailed data to identify the incidence and extent of racial discrimination and disadvantage. With this data organisations can monitor (i.e. keep track of) and evaluate (i.e. check) the effectiveness of their equal opportunities policies. They can also use the data to make informed decisions about policy and resources allocation.

Ethnic monitoring was originally received with suspicion and cynicism by some ethnic minority groups. This has been in part addressed by the development of codes of practice by some local authorities. There is little point in ethnic monitoring if organisations fail to act on the data they collect.

Handicapped
The term handicapped should never be used to describe people with impairments. The term is now used specifically to refer to the way in which society 'handicaps' people with impairments by denying them full access to ordinary life e.g. a wheelchair user has an impairment that means she cannot walk. She cannot attend her local college because it has no ramps, adapted toilets or lifts. She is therefore 'handicapped' by things that have nothing to do with her impairment. Her experience is that of a disabled person- i.e. oppression because she is unable to attend college.

Harassment
For disciplinary purposes harassment can be defined as repeated unreciprocated and unwelcome comments, looks, actions, suggestions or physical contact that is found objectionable and offensive and that might threaten an employee's job security or create an intimidating working environment. Harassment can be sexual, racial or directed against disabled people or lesbians and gay men.

Hearing Impaired
Generally regarded as the acceptable descriptor for all forms of hearing disability. (but please see also 'Deaf' above).

Impairment
The word impairment describes the grounds (mainly the *biological basis* although this is contested) upon which people are disabled (i.e. oppressed). Impairments can be physical, sensory and intellectual.

Institutional racism
Some of the policies and practices which have become part of the structure of our society work to perpetuate racial inequality often without us being aware of it. An organisation may not be aware that it is indirectly discriminating against certain groups through the way it promotes itself and through its recruitment procedures, eg. advertising a job only in the *Guardian* means that only a very small unrepresentative group will apply for it.

Language
Language has come to be seen as a crucial battleground in the development of anti-discriminatory practice. Why is it important to be careful with the words we use and what is the point of changing our vocabulary? Perhaps you believe the pre-Freudian adage 'Sticks and stones may break my bones but words can never hurt me'. There is a lot of evidence to show that this is not true. Members of disadvantaged groups have frequently described the very painful process of growing up believing that they were less important and inferior to their more advantaged peers. The words we use can promote and reinforce discriminatory attitudes and practices. To give two examples:

- Exclusive use of the masculine (e.g. 'he' 'chairman' etc) promotes an idea of men as more important than women and reinforces gender stereotypes.

- Using the term the 'West Indies' instead of the 'Carribean' reinforces a 'euro-centric' view of the world (i.e. 'west of Europe') that is inappropriate and offensive to the people from that area.

In the simplest of terms we should be prepared to change our vocabulary because we want to avoid offending people. As well as this we need to understand a little of the way in which language both reflects and shapes discriminatory attitudes and practices. Language changes and develops all the time. It is with language that we make sense of and relate to the world. This is a dynamic relationship in which we can either take responsibility for making the world a better place or we can put our heads in the sand and pretend that it has nothing to do with us.

Learning Difficulties
The preferred term for people previously labelled 'mentally handicapped' and 'educationally subnormal'. The advocacy group 'People First' wish to use this term - although they also make the point that we should 'label jars not people'.

Learning Disability
This is the term that some members of the Disability Movement prefer people with Learning Difficulties to be called. Sometimes you see the phrase 'people with learning difficulties and/or disabilities' (FEFC documents). Plural of the term disability should not be used because it implies something one has (i.e. impairment) rather than a form of oppression.

Life-chances
'Life chances' is a term used in from sociology which refers to the different sorts of opportunities that different social groups can typically expect to have access to. Opportunities for a good standard of education, housing, employment, income and health are typically less accessible to some groups than others.

Equal opportunities is concerned with redressing this inequality.

Mental Health Difficulties
Sometimes this term is included under the broader heading of impairment. People with mental health difficulties have often experienced social and emotional disadvantage and many will have low self-esteem. Many of them are now beginning to speak out in terms previously used by women, black people and disabled people - e.g. the organisation MIND and a number of different survivor groups.

In terms of the implications for education, people with mental health difficulties often use learning support services and extra resources may need to be directed towards entry, guidance and tutorial/pastoral work.

Minority Groups
'Minority groups' is used as a catch-all phrase for referring to any disadvantaged group. Statistically of course women actually outnumber men and some minority groups are not disadvantaged. It tends therefore to be used in conjunction with other criteria such as religion, politics and language and tends to refer to people in a position of relative subordination rather than actual numbers.

Mixed-race
Used to describe people of mixed racial heritage who do not necessarily identify themselves as belonging to any of the major ethnic groups. While they share much in common with other black and ethnic minority groups they have a set of experiences and issues around identity that are significantly different.

Nationality
Unlike 'ethnic minority' nationality can include other white groups such as Irish, Polish and Italian people living in this country. It is partly administrative in the way it makes reference to a person's passport but it is sometimes used with implicit reference to a person's culture and language.

People First
People First is an organisation that campaigns around issues to do with people with learning difficulties, particularly self-advocacy. As well as this, the name is a reference to a belief that we should relate to disabled people as 'people first' and as 'disabled second'. Confusingly, we should use the term 'disabled people' *not* 'people with disabilities' .This is because you can not *have* disabilities . Disability is an adjective used to describe how people with impairments are oppressed (i.e. disabled).

Positive action
Positive action involves recognising that some groups are disadvantaged and taking steps to bring the groups onto the same platform as the rest of society. Positive action means recognising and helping develop potential which has not been used because of past discrimination and disadvantage. It can include providing opportunities and training for disadvantaged people so that they can be considered equally with other candidates.

Prejudice
An inflexible attitude towards specific (usually ethnic minority) groups that is based on unreliable, distorted and stereotypic images. A dictionary definition includes unfavourable opinion or feelings formed beforehand without knowledge or reason.

Racism

Prejudice + power = racism

Racism involves the subordination of and discrimination against a person from an ethnic minority. This does not simply occur through individual attitudes and actions but through institutional structures. Black and ethnic minority people can be prejudiced but they cannot be racist.

Sex discrimination
According to the Sex Discrimination Act 1975, which applies mainly to employment practice, discrimination occurs:

- when a man or woman is treated less favourably than a person of the other sex on the grounds of his or her sex ('direct' discrimination)

- when a requirement is attached to a job such that the proportion of men or women who are able to comply with it is considerably smaller than the members of the other sex ('indirect' discrimination)

The law provides for certain exceptions where being a man or a woman in a particular job is a 'genuine occupational qualification'.

The act also operates where a married person is discriminated against relative to a single person.

N.B. Although this law has mainly been used to safeguard the rights of women it does not distinguish between men and women - i.e. a man can raise a case of sex discrimination.

Sexism
Sexism and sex discrimination have the same relationship as the terms racism and prejudice. Men hold more power in our society and use that power to discriminate against women. Sexism describes an imbalance of power and the bias that is built into attitudes, social structures and language. Sexism results in systematic discrimination in such areas as education and employment opportunities. Sexism should not be used to describe situations in which men appear to be discriminated against.

Sexual harassment
See harassment

Sexual Orientation
Sexual orientation, sexuality or sexual preference, are all terms that refer to the sort of gender identity and sexual relationships that we choose. Common terms used in relation to developing policies that prevent people being discriminated against on grounds of sexual orientation, include:

Bisexual - having a sexual interest in both men and women. Heterosexual - having a sexual preference for a person of the opposite sex. Homosexual - (or lesbian and gay) having a sexual preference for people of the same sex. Transvestite - (usually men) dressing like a member of the opposite sex but not necessarily homosexual. Trans sexual - in the process of changing or having changed gender and sexual identity.

Stereotype
A fixed impression or image of a group or member of a group which is usually oversimplified, negative and often uncomplimentary.

Visual impairment
Visual impairment is the current generally accepted biological descriptor of visual disability.

A-Z of Equal Opportunities (WEA Western District, 1996)

A revised version of this document will be available from January 1998. Please send £2 in stamps to:

D. Weymont
Convenor Equal Opportunities Advisory Group
WEA Western District
40 Morse Road
Redfield
Bristol BS5 9LB

Source: D. Weymont, *Understanding Social Inequality - Who? What? How? Why? and Where?* (WEA Western District 1996)

1. Who is discriminated against in our society ?

All of us can identify examples of when we have felt 'disadvantaged', 'in a position of relative powerlessness' or perhaps 'discriminated against'.

However some groups in our society are discriminated against more than others. And the nature of this discrimination is different in kind rather than degree i.e. it is not simply that there is a spectrum of disadvantage with some people having more and others having less. Certain groups in our society are *systematically* disadvantaged and discriminated against. This includes women, ethnic minorities, disabled people, gays and lesbians, young and old people, working class people.

2. What is social inequality ?

'Systematic' disadvantage refers to the way in which certain groups typically end up at 'the bottom of the pile' in terms of what are called 'life-chances' (or opportunities). E.g. these groups usually do not have access to good quality:

housing - education - jobs - health

These groups will also tend to have lower status in society and less money than more advantaged/powerful groups.

To clarify - social inequality is about *Divisions not Differences* i.e. major social/'structural' divisions not biological/individual differences *Groups not Individuals* - broad patterns of disadvantage repeated across settings and time rather than individual 'stories'.

Certain groups in our society are systematically disadvantaged/disempowered and denied access to the same opportunities as other more advantaged and powerful groups. They are oppressed. Some people belong to more than one of these groups (multiple oppression).

3. How does Social Inequality happen ?

The key to understanding how social inequality is produced and reproduced in our society (and also how we might change things) lies in the concept of power. Social divisions (as opposed to individual differences) are the result of unequal power relations between groups (men/women , disabled/able, black/white etc).

Society is divided in multi-dimensional ways along different axes of power. Social inequality is not simply about class divisions it is also about social and status divisions. Individuals can experience multiple oppression because they are simultaneously located at the intersection of several different divisions. Therefore, equal opportunities policies are necessarily about empowerment and shifting power relations. Putting equal opportunities policies into practice has to involve a transfer of power.

The actual mechanics of social inequality with regard to how it operates is rather more complex than can be dealt with here (e.g. the role of the state, institutions, education, the media etc.). However, in terms of what the solution might be (rather than the problem) it is useful to look at dominant beliefs about, and explanations for 'difference'.

That is, to ask the question, 'Why does social inequality exist?'

4. Why does social inequality exist ?

Why do some people have more and some people have less?

No one would deny that social inequality exists and that every aspect of our lives is effected by one's relative position in the social hierarchy with regard to the quality of life and opportunities one has. What is disputed, is how this can be explained.

The debate polarises around two broad sets of beliefs.

i) *liberal/conservative/'commonsense' explanations* - which ultimately resort to 'naturalisation' of the issues. That is, they reduce social inequality to the necessary outcome of biological or 'intrinsic' (including individual and psychological) differences. These positions have the full weight of dominant and popular views about minority groups and society's problems behind them e.g. myths and stereotypes and commonsense views of women as biologically inferior. Or, black people as inherently less intelligent. Or, the idea that 'the family' could somehow be the key to the solution. This kind of biological and psychological reductionism is at the heart of much 'bad theory' in our society.

ii) *radical/structural/Marxist explanations* - which locate the problem in the wider political, social and economic context. Social inequality, it is argued is derived not so much from biological differences but from the way in which society is organised and structured (structural inequality). For a Marxist this relates specifically to capitalism and the relations of production. For others it may be related more specifically to issues of identity, ideology and social control. These positions are unfortunately harder to understand because of the way we have been educated not to 'think outside' the 'taken for granted' and dominant, beliefs and attitudes of our society. However they also offer us the hope of developing 'good theory'.

We have to learn to distinguish between what is biologically determined and what is socially possible.

5. Where is social inequality?

Everywhere! Social inequality is both a personal and a political issue.

It is important to hold in view the way in which our lived experiences and our real lives relate to theories of social inequality. The women's movement has always been clear about the way in which personal and political dimensions of power are linked. And, has shown how issues of identity and *the way we feel about ourselves* cannot be separated from political, social and economic disadvantage.

In terms of how we make sense of our lives, in terms of how empowerment works, it is not enough to simply see equal opportunities issues as 'political' and as somehow 'out there'. Issues of social inequality are part and parcel of life - in our domestic relationships, our relationships with colleagues, our relationships with students , in our organisational practices, in our marketing and publicity strategies, in the quality of our teaching and in the sorts of learning experiences we offer.

We cannot assimilate this 'theory' without at some level both integrating it with our practice and changing our practice - the two have to be linked. It's not good enough to claim that we believe in equal opportunities and then do nothing about the often discriminatory nature of our organisational practices, curriculum design and delivery.

D. Weymont, *Understanding Social Inequality - Who? What? How? Why? and Where?* (WEA Western District, 1996)

Source: East Midland Equal Opportunities Project, 1997

Legislation against sex discrimination

During the twentieth century a number of Acts have been passed which have altered the political, legal and social status of women. These include:

- **Qualification of Women Act (1907)** which allowed women to become councillors
- **Representation of the People Act (1918)** which allowed women over 30 to vote and become MPs
- **Sex Disqualification Removal Act (1919)** which opened access to the professions for women
- **Representation of the People Act (1929)** which allowed women over 21 to vote.

Sex discrimination is defined as 'treating a person less favourably than another on the grounds of his or her sex'. There are two main areas of legislation that outlaw sex discrimination:

- **Sex Discrimination Acts, 1975 and 1986**
- **Equal Pay Act, 1970.**

The Sex Discrimination Acts seek to prohibit all forms of discrimination on the grounds of sex, including direct, indirect and reverse discrimination. They outlaw victimisation of someone who brings an action under the Acts. They also condemn discrimination against married people in terms similar to those detailed above.

The Equal Pay Act was designed to ensure a woman receives equal pay to a man (or vice versa) in circumstances where:

- the woman's work is broadly similar or the same as that of a man
- the woman's job is regarded as being of the same value as that of a man.

Supervision of the Acts and the promotion of equality are carried out by the Equal Opportunities Commission (EOC). The Commission has a wide range of powers to investigate complaints, to instigate action in industrial tribunals and to help individuals to pursue cases.

In addition to this legislation, there are a number of European Union codes and documents that have the same aim, such as the *EU Code of Practice on Sexual Harassment*. In particular, the European Council Directive of 9th February 1976 gives direction about the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training, promotion and working conditions, including pay.

The Social Charter (1989) re-affirms the commitment to equal treatment for men and women.

Legislation against racial discrimination

Two pieces of legislation date to the 1960s:

- the **Race Relations Act (1965)** which outlawed discrimination based on colour, race, ethnic or national origin in places like public houses and restaurants, and also incitement to racial hatred
- the **Race Relations Act (1968)** which covered discrimination in relation to housing and employment.

However, the main piece of legislation which outlaws racial discrimination is the **Race Relations Act, 1976**. Racial discrimination or segregation on the grounds of colour, race or nationality, including citizenship or national origin, is unlawful under the Act. Discrimination in employment, training, education, the provision of goods, facilities and services and in the disposal and management of premises, can lead to prosecution. People have the right of direct access to industrial tribunals for employment cases and to civil courts in other cases.

The Act defines three offences which it is unlawful either to commit, or to instruct or pressurise someone else to commit. These are:

- direct discrimination by hostility, derogatory comments, segregation, or failure to appoint someone because of their origin, colour or nationality
- indirect discrimination e.g. by creating unnecessarily high entrance/job qualifications, such as proficiency in English for a job in laundry work
- the victimisation of someone who has brought an action under the Act.

Other legislation can also be used against racial discrimination:

- the **Malicious Communications Act (1988)** in the case of poison pen letters
- the **Telecom Act (1984)** in the case of abusive phone calls
- the **Environmental Protection Act (1990)** in the case of noise nuisance campaigns.

Section 222 of the **Local Government Act (1972)** allows a local authority to 'stand in the shoes of the victim' to bring civil cases against the perpetrators of racial harassment.

The Commission for Racial Equality **(CRE)** was established under the 1976 Act. It performs many functions:

- monitoring how the legislation is being enforced
- developing codes of practice for implementing the Act. Two key areas covered by codes of practice are employment and education
- disseminating literature about equal opportunities.

In addition to the CRE, local Racial Equality Councils (RECs) are a good source of information, advice and support.

Legislation in relation to disabled people

There is no legislation that specifically outlaws discrimination against a person because of physical or mental impairment. Attempts have been made to introduce bills, such as the Civil Rights (Disabled Persons) Bill in 1993, but so far none have succeeded. However, there are areas of legislation that affect the rights of disabled people:

- **Disabled Persons (Employment) Act (1944)** which established a 3% quota of disabled people in the workforce of companies of over 20 full-time workers
- **Chronically Sick and Disabled Persons Act (1970)**
- **Disabled Persons (Services, Consultation and Representation) Act (1986).**

The last two Acts were intended to improve the services available to disabled people and to improve access to those services.

In addition, under the **Companies Act (1985)**, businesses employing more than 250 people are required to set out in their annual reports their policies on the recruitment, training and career development of disabled employees.

In 1990 the Government launched the 'two ticks' symbol, to coincide with the relaunch of its *Code of Good Practice on the Employment of Disabled People*, first introduced in 1984. Employers can use this symbol on publicity, recruitment literature, letterheads etc., to show that they support and apply the policies and practices of the Code. However, since the use of this symbol is not controlled, some have questioned its value, including employers' organisations, trade unions and disabled people's organisations. They have campaigned for greater monitoring and accountability.

The most recent key legislation, the **Disability Discrimination Act (1995)** was not as far reaching as many organisations would have wished, but it does begin to deal with discrimination in the key areas of

- employment
- goods, facilities and services
- public service vehicles
- education
- public transport
- the sale or lease of land and property.

The Act also established a National Disability Council. Schedule eight of the Act abolished the register of disabled people and the quota system.

There is no single organisation that has an overarching responsibility to promote equal opportunities for disabled people. However, there are many voluntary and other organisations that do promote the rights of people with physical or mental impairment. These include:

- Royal Association for Disability and Rehabilitation (**RADAR**)
- British Council of Organisations of Disabled People (**BCODP**)
- Disability Alliance Educational and Research Campaign (**DAERA**)
- Disabled Living Foundation.

Legislation in relation to sexual orientation

There is no current legislation covering the rights of individuals against discrimination on the grounds of their sexuality. In 1995/96 a Bill was introduced to 'render unlawful certain kinds of discrimination on grounds of sexual orientation' and to extend the powers of the Equal Opportunities Commission in relation to this form of discrimination. The Bill was defeated and did not become law.

Legislation in relation to age

Currently, there is no United Kingdom legislation or Commission responsible for addressing discrimination against people on the grounds of their age ('ageism'). However, interest in this area has been promoted by the newly created Employers Forum on Age (launched May 1996). This has the primary objective of challenging such discrimination by spreading 'the message that a mixed-age workforce brings business benefits.' The Forum campaigns in conjunction with Age Concern, a leading national charity working on behalf of older people.

The rights of the individual

The United Kingdom is a signatory to a number of international treaties:

- the **United Nations Declaration of Human Rights (1948)**
- a range of United Nations covenants on economic, cultural and social rights
- the **United Nations Declaration on the Rights of the Child (1991)**
- the **European Convention for the Protection of Human Rights and Fundamental Freedoms** (1953).

It does not, however, have its own Charter of Human Rights enshrined in legislation.

WEA East Midland Equal Opportunities Project, 1997

Source: WEA Women's Education Committee, *Guidelines for Women Only Educational Provision* (WEA, 1996)

A Paper prepared by the Women's Education Committee

Introduction

"In encouraging the development of Women's Education the WEA has recognised that there are serious inequalities of power between men and women; in making women's education a priority it is challenging this imbalance of power, which has implications both within and without the WEA ..... it also aims to increase educational opportunities for women and seeks to respect all women's experience particularly in relation to race, class, disability or sexual orientation."

(Women's Education Past, Present and Future. A WEA Policy Statement, June 1987.)

The recent increase in complaints to the Equal Opportunities Commission (EOC) has highlighted the fact that the legislation on sex discrimination may not in some cases protect women only classes. These guidelines have been written to help those who organise Women's Education within the WEA to understand and use the legislation to protect and promote this agreed priority area of work.

The law on sexual discrimination, in particular Section 29 of the Sex Discrimination Act (1976) (SDA), was designed to prevent unfair or unjustified exclusion on the grounds of gender, and gives equal protection to men and women. That is, whilst the SDA offers some protection for women, it also protects men from unfair or unjustified exclusion from women only classes.

The only way that women only (or men only) classes can be run legally is for them to be covered by one of the exceptions to the act. These are detailed later.

If an action were to be taken against women only provision, it would be a complicated and expensive process. It is taken through the County Court, which could necessitate the services of a solicitor and a barrister. If the case were lost, the complainant would be liable for the defendant's costs. It is a very slow process. A complaint must be lodged within six months of the initial alleged discriminatory act, and it takes several years to complete the process. Thus it is not a process which is entered into lightly.

Although these guidelines have been produced in consultation with the Equal Opportunities Commission, none of the material that follows has been tested in court and there are no guarantees that following them will protect the WEA against prosecution.

However, the EOC considers that if the person or organisation planning a women only course can be shown to have carefully considered the legislation in the planning, advertising and implementation of the class, this may provide a defence against prosecution.

We may choose to ignore the guidance given by the EOC and run the risk of being prosecuted: however the effects of an adverse judgement could be far reaching for women only provision as a whole.

Purpose

The main purpose of these guidelines is to help those providing women only education to stay within the law in order to:

- to reaffirm our commitment to women's education
- protect and develop the individuals involved in the provision
- protect the WEA locally, regionally and nationally
- protect women only provision in education and other areas

The Legal Position

Under the Sex Discrimination Act (1975), **{Serious Embarrassment, S.35(1)(c)}** - (the privacy and propriety clause), it is legal to run single sex courses where serious embarrassment will result from the presence of the other sex in relation to the substantial content of the course. So, if for example embarrassment could be avoided by the adroit use of small groupwork, then it would not be legal to exclude men from women only provision. The expressed preference of the participants to exclude men would not amount to serious embarrassment. However, there are areas where, in the context of a particular course, serious embarrassment could be considered to arise and these include:

abortion
specific health issues
personal experiences
sex
issues specifically to do with women
violence
women's roles
emotions
sexuality
where touching is part of the course

Careful thought would have to be given to the content, advertisement and implementation of any Women's Studies courses (e.g. Images of Women etc.) to see if they would be consistent with the provisions of Section 35(1)(c).

Vocational Enhancement, S.47
Positive action in training is lawful provided certain criteria are met.

Section 47(1) of the SDA 1975 was amended by the SDA 1986 and allows training.

(a) *affording women only or men only access to facilities for training which would help to fit them for that work or*

(b) *encouraging women only or men only to take advantage of opportunities for doing that work, where it reasonably appears to that person that at any time within the twelve months immediately preceding the doing of the act there were no persons of the sex in question doing that work in Great Britain or the number of persons of that sex doing the work in Great Britain was comparatively small*

The HMSO publication "Women and Men in Britain" provides statistical employment information on which to base decisions about such courses.

Section 47(2) makes the same allowances as section 47(1), but narrows the focus to a local area, where there may be particular skills shortages.

Section 47(3) allows training to be provided for those who have

"been discharging domestic or family responsibilities to the exclusion of regular full time employment"

This, however, does not have the effect of specifically excluding men.

In its leaflet "Positive Action in Vocational and Educational Training" the EOC gives a broad interpretation of the effect and intention of Section 47 as a whole. It gives examples of positive action. A copy of this leaflet can be obtained from the EOC or the WEA National Office at the addresses at the end of this document [see Paper Ten].

Provision made through monies obtained from the European Social Fund (ESF) to run women only courses are not exempt from the SDA and are subject to the same challenge and are therefore covered by the same guidelines.

General Women's Education Including Women's Studies

It seems clear that unless you can find sufficient grounds in sections 35 or 47 it would be difficult to run courses as women only provision such as Women and Art, Women in Science, Women's History etc. and remain within the law.

You may, however, find that a local Voluntary Women's Organisation, e.g. a Well Woman Centre, the W.I., or a women-only statutory provider such as Hillcroft College, may wish to commission such courses from the WEA. Under the SDA S 34 bodies, whose main purpose is the provision of services to women only, are legal and they can commission such courses from the WEA. However this must not be seen as a cosmetic exercise. They must be asking for something relevant to their declared objectives.

General Strategies

The EOC confirms there are clear reasons for running women only provision under the SDA. In order to do this the following strategies are considered:

- It is suggested that the tutor or organiser ensures that the course content, advertising and implementation falls within whichever exception is being claimed.

- Reasons for exception should be put in writing and held on file before the start of the course, and be made available to anyone challenging the validity of the exception. The EOC considers that such careful preparation would

  "enable the WEA to demonstrate that the provisions of the legislation have been properly considered"

- It is suggested that if a challenge is made, the reasons for claiming exception should be couched in terms referring to the section and paragraph of the SDA which applies. Any arguments which attempt to appeal to emotions or the personal experiences of the complainant would be inadvisable.

- The EOC advise that we should be open and honest about the fact that we are offering women only provision. A reference to the relevant section of the Act should be included in course publicity. It should also be referred to in any course material and therefore open to scrutiny by any challenger.

What to do if you are challenged

If you are involved in providing women only training or education, you may be challenged on the validity, ethos or philosophy of such provision. Although this is undoubtedly an uncomfortable experience there is support available to you.

Try to remain calm and do not make any unconsidered remarks. You will already have provided, and have on file, a rationale for exception to the legislation, and should produce this for the complainant, together with a lucid explanation.

You may wish to contact the Women's Education Committee (WEC), who will provide support and information.

WEA Women's Education Committee, *Guidelines for Women Only Educational Provision* (WEA, 1996)

Source: WEA Charter (WEA, 1997)

8. Equal Opportunities

8.1 The WEA commits itself to the establishment of good equal opportunities policy and practices. To this end it has introduced an Equal Opportunities Policy Statement which provides a framework for action in three areas:

i) education provision
ii) participation in decision-making
iii) employment practices.

8.2 The WEA will take positive steps, within available resources, towards implementing and encouraging equal opportunities practices in its education provision by redressing any inequities in access, opportunity and participation in course provision, by paying special attention to accessibility, curriculum design and delivery, student support and student costs.

8.3 The WEA will take positive steps to remove barriers to involvement by its members at local, District and National level and will positively encourage participation by suitable training and support.

8.4 The WEA is committed to ensuring that all staff, and prospective staff, are treated fairly on their relevant merits and abilities, and that the implementation of the WEA Staff Development Policy fully reflects this principle.

In order to achieve this, the following areas will be subject to review, to ensure that they do not discriminate against members of any particular group:

i) recruitment, interview and selection procedures
ii) training and other developmental opportunities
iii) general terms and conditions of employment.

8.5 The implementation of the policy will be:

i) supported by a process of training for voluntary members and staff
ii) monitored at National and District level.

The policy and its efficacy will be subject to review at least every three years.

8.6 Responsibility for ensuring that detailed arrangements are in place for the implementation of the WEA Equal Opportunities Policy Statement at National and District level resides with the National Executive Committee. In determining such arrangements, due consideration will be given to:

i) ensuring that potential students from under-represented or disadvantaged groups are encouraged to participate in educational provision through means which are consistent with the WEA's ethos, policies and practices, including the provision of courses for specific Target Student Groups.

ii) ensuring that student enrolment processes do not inhibit participation from socially excluded groups by means, amongst others, of applying the Guiding Principles of the WEA's Equal Opportunities: Access to Provision Statement.

Extract taken from: *WEA Charter* (WEA, 1994, 2nd ed. 1997), 15-16

Source: D. Weymont, *Equal Opportunities - Principles into Practice: Checklist for Voluntary Members* (WEA Western District, 1997)

Introduction

Equal Opportunities is about improving access to learning opportunities for minority and disadvantaged groups. It is also about change. Changing attitudes and changing the way we work. A whole organisation approach that involves voluntary members as well as paid staff and tutors is the best way to effect change. Even in situations where our policies are not being effectively implemented it is still possible to develop ways of working that are informed by an equal opportunities perspective. This checklist identifies some of the many practical ways in which principles of equal opportunities can be put into practice by voluntary members in WEA branches and throughout the organisation. It may be useful as an exercise to help you establish priorities for discussion or action. It is not a definitive list and you may feel it is appropriate to add other points that relate more specifically to your own branch or work within the WEA.

Policy Documents

- are you familiar with the WEA's policies on Equal Opportunities and our Mission Statement?
- are there local (District or branch) codes of practice or statements of principle that relate more directly to your work?
- are policies being implemented effectively ? Are they monitored and reviewed?
- are new branch members expected to have a commitment to the democratic principles of the WEA and it's mission statement?

Organisational Issues

- are all students aware of the democratic principles on which the WEA is founded and do they know that their involvement and representation is welcome at all levels of the organisation?
- are people in positions of authority in the branch and District mainly white and male?
- are people in positions of low status within the organisation mainly female and/or black?
- is so called 'women's work' such as secretarial duties, making coffee, clearing up etc. done by both men and women?
- does your branch have a policy on use of premises that are accessible?
- are branch meetings accessible to everyone (e.g. wheelchair users)?
- are meeting agendas and social activities accessible to everyone (e.g. hearing loops, large print, personal assistance, child care)?
- in formal administrative contexts do you refer to students as Ms. and Mr. unless otherwise requested?
- are meetings chaired by someone who is willing to intervene when certain groups dominate or withdraw?
- in meetings, are racist, sexist or homophobic comments tolerated?
- can you identify some areas of anti-discriminatory practice within your branch?

Teaching and Learning

- is your branch willing to accept any student on to any course?
- are you familiar with how to apply for or 'find' resources and equipment to meet the additional support needs of some students?
- how are decisions made with regard to new courses offered by the branch ?
- are tutors recruited in accordance with an equal opportunities code of practice?
- do you expect tutors to be committed to principles of equal opportunities in both theory and practice? If so, is this monitored effectively?
- do class visitors and tutor mentors have duties relating to the implementation and monitoring of equal opportunities?
- is the branch willing to promote critical discussion of discriminatory attitudes and practices in the classroom?
- do you encourage learners to participate in 'non-traditional' activities?
- has the branch run any Schedule 2 courses? And what are its development plans for Schedule 2 Courses?

Students

- is there an effective and confidential complaints procedure?
- is there a fee remission or subsidies policy in place?
- is your branch prepared to have voluntary members involved who need support to participate in branch activities (e.g. students with mental health or learning difficulties)?

Marketing and Publicity

Do you understand that clear, easy to read and attractive publicity will help attract new students?

Have you thought about providing publicity that is accessible to:

- people whose vision is impaired? (large type or tape)
- people who have literacy difficulties? (very little writing and clear illustrations)
- people who cannot read or write at all? (tapes, symbols and pictures)
- people whose first language is not English? (translation)

Have you thought about the sort of world you are portraying?

- avoid portraying a world (visually or otherwise) that is exclusively young, 'educated', able-bodied, white, heterosexual or male
- do you reflect a shared world of males and females and refer to both groups as s/he or she/he rather than the generic 'he'?
- are you sensitive to the discriminatory and 'euro-centric' nature of much of our everyday language and cultural imagery?
- avoid using outdated imagery (e.g. clothes and haircuts) which will give the impression that the WEA is 'old-fashioned' (and by implication not relevant).
- think about how to show that all sorts of people are welcome in the WEA.

Do you target minority and disadvantaged groups?

- do you use the 'black' and Asian press?
- does your mailing list include key members of minority and disadvantaged groups in your area and local religious leaders?
- do you leave your leaflets in Chinese and Indian 'take-aways'/restaurants, at local playgroups, schools and supermarkets?
- do you know how to use your local education authority translation services?
- do you invite people to identify their 'learning support needs'?

D. Weymont, *Equal Opportunities - Principles into Practice: Checklist for Voluntary Members* (WEA Western District, 1997)

Source: D. Weymont, *Equal Opportunities - Principles into Practice: Checklist for Tutors* (WEA Western District, 1997)

Introduction

Equal Opportunities is about improving access to learning opportunities for minority and disadvantaged groups. It is also about change. Changing attitudes and changing the way we work. A whole organisation approach that involves all staff and voluntary members is the best way to effect change.

Even in situations where our policies are not being effectively implemented it is still possible to develop ways of working that are informed by an equal opportunities perspective. This checklist identifies some of the many practical ways in which principles of equal opportunities can be used to develop good teaching practice. It may be useful as an exercise to help you establish priorities for discussion or action. It is not a definitive list and you may feel it is appropriate to add other points that relate more specifically to your own situation.

Policy Documents

- are you familiar with the WEA's Equal Opportunities Policies and mission statement?
- are there local (district or branch) codes of practice or statements of principle that relate more directly to your work?
- are policies being implemented effectively ? Are they monitored and reviewed?

Teaching Methods

- is your approach learner-centred?
- do you plan activities that allow all learners to participate?
- are learners involved in assessment, goal setting and record-keeping?
- are learners' views sought and represented in your planning, evaluation and course monitoring procedures?
- are all records open to learners?
- are you welcoming to students of mixed abilities?
- do you understand how 'mixed ability' teaching is a key strategy for the promotion of equal opportunities in the classroom?
- do you recognise that different people learn best in different ways and therefore provide variety in your methods?
- do you offer flexible/alternative assessment methods?
- can you explain how your teaching methods are informed by or relate to equal opportunities issues ?

Resources

- what picture of the world or your subject area do you portray to learners? Try to avoid using resources that portray (visually or otherwise) a world that is predominantly young, 'educated', able-bodied, white, heterosexual or male.

- are you using textbooks and resources that are more than ten years old? If you are it is likely that they will make assumptions and contain stereotypes of minority and disadvantaged groups
- where ideal materials cannot be found are you prepared to promote critical discussion of 'stereotypes' and negative imagery in resources?
- do your displays represent the cultural diversity of our society?
- are you familiar with how to apply for or 'find' resources to meet the additional support needs of some students within your workplace?
- do you know where to buy/order anti-discriminatory learning materials?

Learners

- is tutorial and pastoral support part of the planned curriculum?
- can you access opportunities for study skills and/or learning support?
- is there an effective and confidential complaints procedure?
- are you willing to accept learners through non-standard entrance procedures?
- do you encourage learners to participate in 'non-traditional' activities?
- do you celebrate diversity and difference?

Communication/language

- are the needs of bilingual and ethnic minority learners met?
- is publicity translated into other languages?
- in formal administrative contexts do you refer to students as Ms. and Mr. unless otherwise requested?
- do you reflect a shared world of males and females and refer to both groups as s/he or she/he rather than the generic 'he'?
- are you sensitive to the discriminatory and 'euro-centric' nature of much of our everyday language?
- what is the quality of interactions between learners? Are racist, sexist or homophobic comments tolerated?

Social processes

- is the classroom accessible and welcoming to everyone (e.g. wheelchair users)?
- is the curriculum accessible to everyone (e.g. hearing loops, large print etc.)?
- is the wider learning environment (canteen, library etc.)accessible to everyone?
- does learning take place at times that would suit women with children?
- do you promote an attitude that accepts and values the contributions of people of different abilities and cultures?
- are you prepared to challenge and promote critical discussion of discriminatory attitudes and practices in your students?
- do learners know that your work is informed by the principle of equal opportunities?
- how are learners seated in the classroom and what is their relative use of space?

- in group activities do you intervene when certain groups dominate or withdraw?
- what amount and what quality of attention do you give to different social groups?
- if there is 'streaming' is there a disproportionate number of 'learners' from certain groups in particular sets?
- are staff in positions of authority in the organisation mainly white and male? are staff in positions of low status within the organisation (e.g. cleaners/part-timers) mainly female and/or black?
- are the rights of gay and lesbian staff and students taken seriously?
- do you believe that as teachers we have a responsibility to protect the rights of access to education for all people?
- are your students aware of the democratic principles on which the WEA is founded? And do they know that their involvement and representation is welcome at all levels of the organisation?

D. Weymont, *Equal Opportunities - Principles into Practice: Checklist for Tutors* (WEA Western District, 1997)

Source: FEFC, *How to Apply for Funding 1997-98* (FEFC, 1996)

Introduction

1. This guidance is based on the advice of a subgroup of the learning difficulties and/or disabilities committee chaired by Professor Tomlinson.

2. The Council recognises that some students will need additional support in order to reach their primary learning goal. The need for additional support may arise as a result of one or more of the following:

   - the student has a learning difficulty and/or disability which has implications for their learning
   - the student needs help with literacy or numeracy
   - English is not the language spoken at home and the student requires language support.

   Institutions can claim additional support units if the costs of the additional support provided fall into one of the additional support cost bands included in the tariff. Institutions which are planning to increase significantly the number of students requiring additional support are asked to contact their FEFC regional office.

Initial Assessment of Learning Support Needs

3. The evidence for claiming additional support units, that is, the completed form, is the outcome of the process of initial assessment for learning support. This initial assessment process generally occurs at the pre-entry and entry stages of the learning programme and may be considered to have three main elements:

   - initial identification of the students who will need learning support
   - detailed assessment of their learning support needs
   - development of a plan to provide additional support.

   Institutions will use a range of assessment instruments and strategies throughout the learning programme to identify students' additional learning support needs. The assessments carried out should be relevant and identify an individual's need within the context of the curriculum they will be following. There is no standard assessment method which all institutions should use, and institutions will make their own judgements as to the most relevant assessment methods and materials to use for particular students.

4. Once the provision required to meet an individual's support needs has been identified, it can be costed and the additional support costs form completed. This stage of the process will typically take place during the induction phase of the learning programme.

5. There are some learners who will have needs which are not identified during the pre-entry and entry stages. It is important that as soon as these needs are identified an assessment is carried out, and the additional support costs form completed. An individual's learning support needs may change during the programme and, if a review of their needs leads to a significant change in the provision being offered to them, the form should be revised. This is particularly important where the change in provision may lead to a change in the additional support cost band into which the support costs fall.

6. Possible stages in the process of identifying and providing additional support are set out in the table.

Timing	Process	FEFC requirements
Previous academic year	Strategic planning including activities such as schools liaison, multi-agency planning	Strategic plan which includes a needs analysis of students with learning difficulties
February of previous year	Estimate of numbers of students requiring learning support and the level of their needs	Funding application to FEFC including an estimate of the number of additional support units required
Pre-entry/entry	Initial identification of needs, that is, the admissions and induction processes	Evidence for claiming entry units
	Detailed assessment of each individual's learning support needs	Back up evidence for the additional support costs form
Entry/induction	Development of a plan to support learning and costing the additional support to be provided	Completion of the additional support costs form
On-programme	Regular review of learning support needs	Revision of the additional support costs form as required
Achievement	Identifying support requirements for end-of- programme review, assessment, accreditation	Estimate of costs to be included in additional support costings

Providing Audit Evidence of Additional Support

7. In preparing its annual funding application to the Council, an institution will have prepared an estimate of the number of additional units required for the year in question. The estimate of additional units will draw on information derived from strategic planning activities, including multi-agency collaboration, school links, careers information and other activities.

8. Once the students are engaged on their learning programmes, the institution is required to provide evidence of the additional support being provided in order to account for the additional support units claimed in its application.

9. The additional support costs form provides information on the costs of providing additional support. It will form part of the audit evidence to be retained by the institution in support of its claim for additional support units. In addition, institutions should have available evidence of the assessments which were carried out as part of the process of identifying the support required by the individual.

10. The process of initial assessment for learning support should be integrated into the other processes carried out during the entry phase of the learning programme. Institutions will wish to consider how the various documents and auditable evidence required for the entry element are co-ordinated.

Costing Additional Support

11. The outcome of the initial assessment is an additional support plan which details the provision a learner will need to achieve his or her primary learning goal. This provision should then be costed as part of the process of completing the additional support costs form. The costings used in completing the additional support costs form should reflect the actual costs borne by the institution. Institutions should adopt costing formulae which reflect the variations in their provision.

12. The following points may he helpful when costing the provision:

- institutions should not include overhead costs such as central services, premises costs in the calculation of additional costs, as these are already met from the base unit of resource
- additional teaching costs should be based on staff salaries plus on-costs and contracted hours. It may be appropriate to base the costings on the average costs of all the staff involved in providing additional learning support
- costs for support staff could be calculated in the same way as additional teaching costs
- the costings should relate to direct learning support for individual students. The costs of a learning support co-ordinator may be included where the member of staff concerned is providing direct support to an individual student

- where students are on a discrete programme, the additional costs of teaching smaller groups of students can be included in the form. Institutions should calculate the additional costs by subtracting the average teaching cost for each student on a standard programme from the teaching cost for each student as a discrete course. The costs of any other additional support provided within a discrete programme should also be included in the costing
- institutions may include a depreciation charge for capital equipment on the form. This should be calculated by dividing the cost of specialist equipment by the estimated number of years of its useful life
- costs of any assessments required to identify equipment needs can be included in the costing of initial assessment
- maintenance of the equipment and training for the student in the use of the equipment can also be included
- where a student needs to have his or her learning materials adapted, the cost of preparation can be included in the form. This may involve tutor, administrator or support staff costs
- the cost of providing additional support during assessment of achievement should be included. This might include for example, extra examination invigilator time, note-takers, an amanuensis
- the cost of transport can be included within the form where the student is being transported between college sites or where transport to a particular place is an integral part of meeting the students' learning support needs, for example, as part of travel-training
- administrative costs in excess of the usual requirements for an individual can be included in the costings, for example, this could include liaison time with other agencies and time spent negotiating special exam facilities.

Extract taken from: FEFC, *How to Apply for Funding 1997-98* (FEFC, 1996), 63-65

Source: RNIB, *See It Right Factsheet: Clear Print Guidelines* (RNIB, 1996)

The RNIB has published a set of guidelines to help provide minimum standards of print legibility. These are as follows:

1. Introduction

Good standards of print legibility help all readers, but for many people with a visual impairment the issue is crucial to whether they read or not. It is important to recognise that blind and partially sighted people have different eye conditions and what they see can greatly differ. It is therefore impossible to devise a print standard which will meet all needs. These guidelines simply aim to describe a few inexpensive, commonsense steps which can easily be taken.

2. Contrast

An important factor affecting print legibility is the contrast between the type and the paper on which it is printed (or photocopied). Contrast is affected by paper colour, printing inks and type size and weight, all of which are considered below. Without doubt publishers can best help blind and partially sighted people by paying attention to this very simple aspect of print legibility.

Black type on white or yellow paper gives a very good contrast. If you wish to use paper in other colours, or to print text on top of tints, the background colours selected must be very pale.

Printing ink, if not black, should be as dark as possible - for example greens, blues, reds or browns can be acceptable if dark ink is used and the background is very pale. Never use yellow printing inks; they are as good as invisible. Avoid pale colours on coloured backgrounds - for example grey on blue. Do not be tempted to run type across a photograph or illustration. This limits the contrast and confuses the eye.

3. Reversals of type (white out of black)

White type on black or another dark colour is acceptable, provided that the typeface, size and weight are suitable. Avoid reversing out small type sizes and light faces because these tend to fill in with ink and become indistinct. Some blind and partially sighted people prefer reversed - out type if the size and weight are adequate.

4. Type size

Publishers should bear in mind that size can significantly improve legibility. For the general reader type sizes between 8 point - 10 point (this means that the height of a letter x is around 1mm - 1.5mm) are frequently used. These print sizes are not legible enough for many readers, including, of course, blind and partially sighted people. RNIB's own aim is to produce documents intended for general readers using 12 point (to give an x height of approximately 2mm). This is the size of print to which we believe others should also aspire.

RNIB's research has shown that a significant proportion of blind and partially sighted people can read large print. The type size commonly used in large print books is 14 point (giving an x height of around 2.5mm). RNIB recommends this as the minimum print size for material intended for blind and partially sighted readers.

However, RNIB sometimes uses 16 point when producing information for blind and partially sighted readers. In our experience many, though not all, blind and partially sighted people need a type size larger than 14 point. It is difficult to be prescriptive in this area, as factors such as typeface and type weight will also be relevant to any decision on type size. There appear to be no advantages in enlarging type above, say, 20 point, though larger sizes may be necessary for headings.

The following table provides examples:

8 pt type size
10 pt type size
12 pt type size
14 pt type size
16 pt type size

5. Type weight

This is almost as important as the size in determining legibility. Light typefaces should be avoided, especially in smaller sizes. Blind and partially sighted people may need medium or bold type weights; even 'regular' weights may provide inadequate contrast between the type and the background.

6. Typeface

Most typefaces in common use in books and newspapers are legible and the choice of typeface is less important than contrast, size, weight, and the way in which characters are spaced. Typefaces to avoid are the obviously bizarre or indistinct ones.

If you print documents with numbers in them, for example, bank statements, accounts or tables it is important to ensure that numerals are as distinct as possible. Blind and partially sighted people can easily misread 3, 5, and 8 in some typefaces, and even 0 and 6.

7. Spacing

Stick to even word spacing. Do not condense or stretch lines of type or, worse, single words, to fit your line length. RNIB prefers to use unjustified right hand margins; it is felt that this is helpful to blind and partially sighted people. Leave reasonable space between lines of type.

8. Line length

This should ideally be in the range of 50 - 65 characters. Blind and partially sighted people may prefer even shorter lines than this. Avoid splitting words at the ends of lines.

9. Paper

Print on glossy paper (art paper) can be difficult to read, especially if your sight is impaired, because it reflects too much light. Very thin, semi-transparent papers can also cause problems because text can show through from the reverse.

10. Capital letters

These are harder to read than lower case letters. Although a word or two in capitals may present no serious difficulties, capitals should be avoided for continuous text.

11. Design and layout

This is very important as many readers are easily daunted by a page of close-set type. Leave space between paragraphs. Don't cram the page. Layouts should be simple and clear. It helps to provide good 'navigational' aids for the reader - for example a contents list, clearly differentiated headings, rules to separate unrelated sections - anything which makes the layout easy to follow. RNIB prefers to avoid fitting text round illustrations (which results in different line lengths). It is worth noting that, on forms, blind and partially sighted people often need generous space to fill in details that have to be hand-written: their writing tends to be larger than average.

If you are setting text in double columns, make sure the margin between columns clearly separates the two columns. If space is limited, use a vertical rule to separate columns.

RNIB, *See It Right Factsheet: Clear Print Guidelines* (RNIB, 1996)

Centre for Research in Ethnic Relations (National Ethnic Minority Data Archive)
University of Warwick
Coventry CV4 7AL
Tel: 01203 523607
Research and publications on ethnic minority groups in Britain

Commission for Racial Equality (CRE)
Elliot House
10 - 12 Allington Street
London SW1E 5EH
Tel (enquiries): 0171 828 7022
Tel (orders, including CRE Publications Catalogue): 0171 932 5286

Employers Forum on Age
Astral House
1268 London Road
London SW16 4ER
Tel: 0181 679 1075
Linked to Age Concern and raising awareness of discrimination based on age

Equal Opportunities Commission (EOC)
Quay Street,
Manchester M3 3HN
Tel: 0161 833 9244
Publications Catalogue available

Fawcett Society
45 Beech Street
London EC2Y 8AD
Tel: 0171 628 4441
Campaigns and publications around discrimination based on gender, particularly in public life and employment

Further Education Development Agency (FEDA)
Coombe Lodge
Blagdon
Bristol BS18 6RG
Tel: 01761 462503

Further Education Funding Council (FEFC)
Cheylesmore House
Quinton Road
Coventry CV1 2WT
Tel: 01203 863000

HMSO Publications Centre
PO Box 276
London SW8 5DT
Tel (enquiries): 0171 873 0011
Tel (orders): 0171 873 9090
Publications include guides to anti-discrimination legislation (braille and audio-cassette versions available)

Institute of Race Relations
2-6 Leeke Street
Kings Cross Road
London WC1 9HS
Tel: 0171 837 0041
Publications Catalogue available including material on institutionalised racism

Lesbian and Gay Employment Rights (LAGER)
Unit 1G
Leroy House
436 Essex Road
London N1 3QP
Tel: 0171 704 6066

National Institute of Adult Continuing Education (NIACE)
21 De Montfort Street
Leicester LE1 7GE
Tel: 0116 255 1451

Rights of Women
52-54 Featherstone Street
London EC1Y 8RT
Tel: 0171 251 6577
Advice on existing legislation and its implications

RNIB Customer Services (including *RNIB Product Guide*)
PO Box 173
Peterborough
Cambs PE2 6WS
Tel: 01345 023153

Royal National Institute for the Blind (RNIB)
224 Great Portland Street
London W1N 6AA
Tel (enquiries and publications): 0171 388 1266

Royal National Institute for Deaf People (RNID)
19-23 Featherstone Street
London EC1Y 8SL
Tel (enquiries and publications):
0171 296 8000

For local braille equipment suppliers and production services see address list in *See it Right: How to Produce Brialle* (RNIB Factsheet)

The Runnymede Trust
178 Gower Street
London NW1 2NB
Tel: 0171 387 8943
Various publications particularly on racism and fascism

Stonewall
16 Clerkenwell Close
London EC1R 0AA
Tel: 0171 336 8860
Campaigns and publications around discrimination based on sexual orientation

WEA National Office
Temple House
17 Victoria Park Square
London E2 9PB
Tel: 0181 983 1515

WEA Women's Education Committee
88 Nether Edge Road
Sheffield S7 1RX
Tel: 0114 258 4530

This book list includes works that have been cited in the Training Pack along with a range of useful general texts for background reading.

Author	Title	Publisher	Date
Banton M	*Discrimination*	OUP	1994
Cheung-Judge M-Y and Henley A	*Equality in Action*	NCVO	1994
Clements P and Spinks A	*The Equal Opportunities Guide*	Kogan Page	1996
Coats M	*Recognising Good Practice in Women's Education and Training*	NIACE	1996
CRE	*Race Equality Means Quality*	CRE	1995
CRE	*Young and Equal*	CRE	1994
CRE	*Roots of the Future*	CRE	1996
FEFC	*How to Apply for Funding 1997-98*	FEFC	1996
Fryer P (Introd)	*Black People in the British Empire*	Pluto	1989
Fryer P	*Staying Power: the History of Black People in Britain*	Pluto	1987
George R	*Equal Opportunities in Schools*	Longman	1993
Gordon P, Massil R and Rosenburg D	*Anti-Racist Resources - A Guide for Adult and Community Education*	Runnymede Trust	1988
Hillyard-Parker H	*Access, Equal Opportunities and Client Rights*	Longman	1994
Hull J	*On Sight and Insight: A Journey into the World of Blindness*	One World	1997
Jones L	*Education and Deaf and Hard of Hearing Adults*	NIACE	1993
Kennedy H	*Learning Works*	FEFC	1997
Leicester M	*Multicultural Education: From Theory to Practice*	NFER Nelson	1989

Lorde A	*Sister Outsider*	Crossing Press	1994
Mason D	*Race and Ethnicity in Modern Britain*	OUP	1995
Morris J	*Pride Against Prejudice*	Women's Press	1995
NIACE	*Women Learning: Ideas Approaches and Practical Support*	NIACE	1991
Palmer A	*Less Equal Than Others*	Stonewall	1993
Pilcher J	*Age and Generation in Modern Britain*	OUP	1995
RNIB	*See it Right (Factsheet Series)*	RNIB	1995-97
Sargant N	*The Learning Divide*	NIACE	1997
Solomos J	*Race and Racism in Contemporary Britain*	Macmillan	1990
Hull J	*On Sight and Insight: A Journey into the World of Blindness*	One World	1997
Sutcliffe J	*Adults with Learning Difficulties*	OUP/NIACE	1990
Sutcliffe J	*Intergration for Adults with Learning Difficulties*	NIACE	1992
Thompson N	*Anti-discriminatory Practice*	BASW	1993
Tomlinson J	*Inclusive Learning*	FEFC	1996
WEA	*Deafness and Hearing Impairment*	WEA (West Mercia District)	1993
WEA	*Visually Impaired Students and The WEA- A survey report*	RNIB	1997